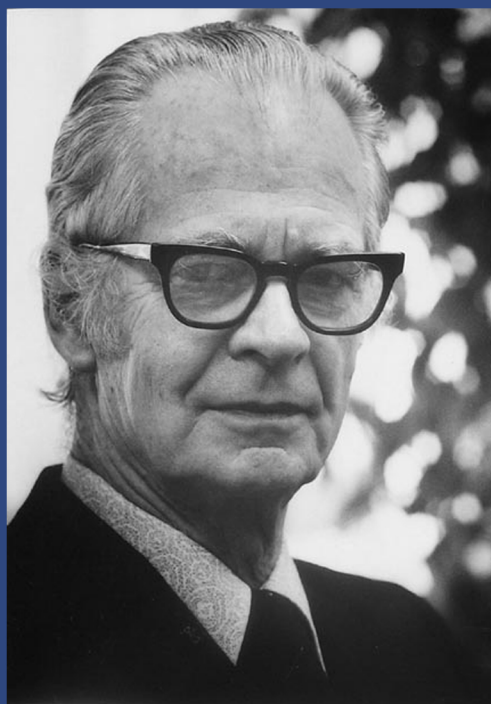


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## Person of the Issue



B. F. Skinner (1904-1990)

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I like to thank all participants of Volume 1 and congratulation! for paper publishing.



The International Journal of

INDIAN PSYCHOLOGY

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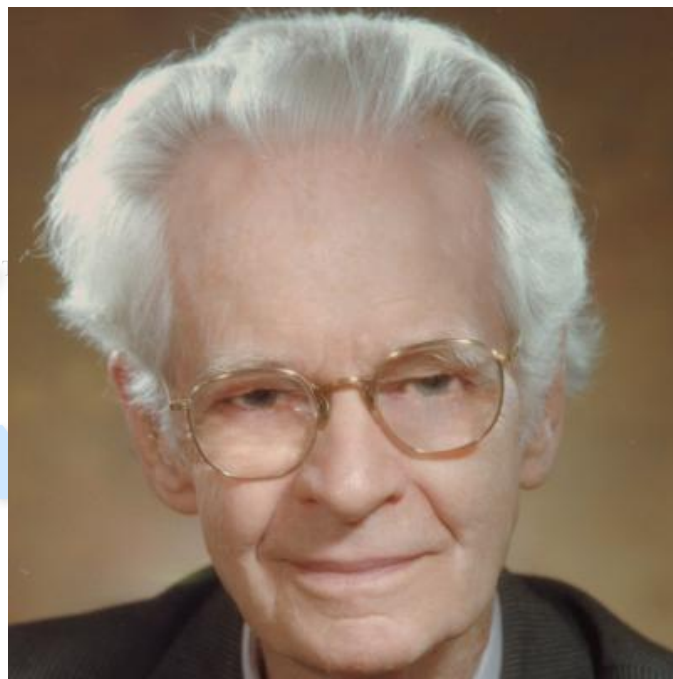


## **Person of the Issue: - Burrhus Frederick Skinner (1904-1990)**

Mr. Ankit Patel\*

Born in Pennsylvania in 1904, psychologist B.F. Skinner began working on ideas of human behavior after earning his doctorate from Harvard. Skinner's works include *The Behavior of Organisms* (1938) and a novel based on his theories *Walden Two* (1948). He explored behaviorism in relation to society in later books, including *Beyond Freedom and Human Dignity* (1971). Skinner died in Massachusetts in 1990.

### **Quick Facts**



Journal of  
**LOGY**

Name: B.F. Skinner

Occupation: Academic, Academic Author

Birth Date: March 20, 1904

Death Date: August 18, 1990

Education: Harvard University, Hamilton College

Place of birth: Susquehanna, Pennsylvania

Place of death: Cambridge, Massachusetts

Full name: Burrhus Frederic skinner

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\*M.A, Clinical Psychology, S. P. University, V. V. Nagar

## **Timeline on B. F. Skinner**

1. 1904: Born on March 20th.
2. 1930: Initiated research in reflexes.
3. 1930-31: Received Harvard Fellowship.
4. 1936: Married Yvonne Blue.
5. 1938: The Behavior of Organisms was published.
6. 1942: Awarded the Warren Medal by the Society of Experimental Psychologists.
7. 1945: Skinner took over the Psychology Department at the University of Indiana where he developed the Teaching Machine and Air crib
8. 1948: Walden Two was published.
9. 1948: Skinner began his research with pigeons.
10. 1949: Elected president of the Midwestern Psychological Association
11. 1950: (Late 1950's) Psychology: A study of a science
12. 1953: The Analysis of Behavior; American Psychologist.
13. 1956: Fixed interval schedule of reinforcement described.
14. 1957: Ferster and Skinner published Schedules of Reinforcement which described relative performances under CRF to a VR, FI, or VI schedules.
15. 1957: Introduced the term "Verbal Behavior".
16. 1966: Skinner introduced the concept of critical period in reinforcing an event.
17. 1966: Elected president of the Pavlovian Society.
18. 1968: Skinner identified the critical characteristics of programmed instruction.
19. 1971: Published Beyond Freedom and Dignity.
20. 1972: Received the Humanist of the Year Award by the American Humanist Association.
21. 1974: Retired as Harvard's Edgar Pierce Professor of Psychology.
22. 1983: Published Enjoying Old Age.
23. 1990: Skinner died on August 18th.

## **Selected Publications:**

On the conditions of elicitation of certain eating reflexes, proceedings of the national academy of sciences, 1930, 16, 433-438

1. The Behavior of Organisms, New York: Appleton-Century-Crofts, 1938.
2. The Alliteration in Shakespeare's sonnets: A study in literary behavior. Psychological Record, 1939, 3, 186-192.
3. Walden Two. New York: The Macmillan Company, 1948.
4. Some contributions of an experimental analysis of behavior to psychology as a whole. American Psychologist, 1951, 62-63.
5. Science and human behavior. New York: The Macmillan Company, 1953.
6. Schedules of reinforcement (with C. B. Ferster). New York: Appleton-Century-Crofts, 1957.
7. Verbal Behavior. New York: Appleton-Century-Crofts, 1957.
8. Fixed-Interval reinforcement of running in a wheel (with W.H. Morse). Journal of the Experimental Analysis of Behavior, 1958, 1, 371-379.
9. The analysis of behavior (a programmed text with J.G. Holland). New York: McGraw-Hill, 1961.
10. Cumulative record, revised edition. New York: Appleton-Century-Crofts, 1961.
11. Conditioned and unconditioned aggression in pigeons (with G.S. Reynolds and A.C. Catania). Journal of the Experimental Analysis of Behavior, 1963, 6, 73-74.
12. Operant Behavior. American Psychologist, 1963, 18, 503-515.
13. The Technology of Teaching. New York: Appleton-Century-Crofts, 1968.
14. Contingencies of reinforcement: A theoretical analysis. New York: Appleton-Century-Crofts, 1969.
15. Beyond Freedom and Dignity. New york: Knopf, 1971.

## **Theory**

Skinner was never highly influenced by critical reactions, he is not interested in the right or wrong because they are either effective or ineffective, and arguments of no avail. For that reason he is not interested in psychological theories, rational equations, or other verbal systems that are required to be proven right.



Following the principles of Bacon, Skinner rejects verbal authority, stating, "I have studied nature not books asking questions of the organism rather than those who have studied the organism."... "Observation overemphasizes stimuli; experimentations includes the rest of the contingencies which generate repertoires" (Dews, 1970, p18).

## Quotes

"Education is what survives when what has been learned has been forgotten."

– B.F. Skinner

## Reference

1. Dews, P.B. (1970). Festschrift for B.F. Skinner. New York: Appleton-Century-Crofts, pp 1-27.
2. Hothersall, D. (1995). History of Psychology, 3rd ed., McGraw-Hill: NY.
3. Karen, R. (1974). An Introduction to Behavior Theory and its Applications. New York: Harper and Row, pp. 24-30, 46, 53, 64, 81, 84-90.
4. <http://www.muskingum.edu/~psych/psycweb/history/skinner.htm#Bibliography>
5. <http://www.biography.com/people/bf-skinner-9485671>

## Emotional Intelligence as a Related to Difference Areas, Stream' and Sex among School Student

Dr. S. M. Makvana\*

### Abstract

This is the study was conducted as Emotional intelligence in the variables associated as a Types of area's (rural and urban), types of a streams (Arts and Science), and types of sex as a male and female. On the sample of 240 cases selected from secondary and higher secondary schools students of Bharuch district of Gujarat state by rendering 2 x 2 x 2 three-factor factorial research design. The emotional intelligence scale constructed and standardize by Patel and Patel 1985 was used to measured emotional intelligence. The results reveal that's rural student are more emotional intelligence than urban school students are. In addition, emotional intelligence has be found to the greater in student of science stream compare to arts student and female student's as compare to a student of arts stream and male student's respectively.

**Key Words:** - Emotional intelligence, Areas (Rural and Urban) Sex's, (Male and Female) and Stream (Arts and Science)

### 1. Introduction:

We all have different personalities, different wants, different achievement, desire, needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness- especially if we hope to succeed in our life. This is where emotional intelligence becomes important. Mayer & Salovey, (1997) both said "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

Management, Social skill & consciousness, with understanding physical, mental health, performance at different work, and relationships of students. The School Student Proficiency, Competency, Temperament, and Character how to control them, he better able to express how to understand others feeling.

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\*Associate Professor, Department of Psychology, Sardar Patel University, Vallabhvidyanagar, Gujarat-388120

In addition, other associated factors as principals reflected policies at the school. This is the ERA of competitive. Therefore, the student appears in competitive exam and some are not preparing for the exam so that created stressful environment around the whole behavior and enormous psychological stress on the school students.

**Emotional intelligence** is the ability to identify and manage your own emotions and the emotions of others. **Mayer and Salovey**(1993) "Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions." In contrast to Schutte et al. (1998), Petrides and Furnham (2000), did not find a significant gender difference in overall trait of emotional intelligence. Other research as a find out in spite of the evidence that females seem to be more socially skilled than males by ARGYLE-(1990); Hargie, Saunders, & Dickson-(1995), their self-estimated Emotional intelligence Scores tend to lower than those of males. They hypothesize possible explanations for this in terms of the nature and source of the bias by Male VS Female, these common attitudes color all aspects of classroom behavior creating a social behavior pattern or climate that appear to be stable once established. Thus 'climate' is as merely an abbreviated reference to those qualified that consistently predominates in most of teacher-pupil contacts and contacts among the presence or absence of the teacher." The present researcher has used three Independent variables namely (A) Types of Area (Rural and Urban area), (B) Types of Stream (Arts and Science) and (C) Types of sex (Male and Female) to examine the effect on Emotional Intelligence.

### **1.1.Components of Emotional Intelligence:**

Daniel Goleman (June-28-1999) following steps describes (The five components) of emotional intelligence:

**1.1.1. Self-awareness:** The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others

**1.1.2. Self-regulation:** The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting

**1.1.3. Internal motivation:** A passion to work for internal reasons that go beyond money and status -which are external, - such as an inner vision, A propensity to pursue goals with energy and persistence

**1.1.4. Empathy:** An ability to understand the emotional makeup of other people, a skill in treating people according to their emotional reactions

**1.1.5. Social skills:** Proficiency in managing relationships and building networks, and ability to find common ground and build rapport

**1.2. The key skill of Emotional Intelligence:** Jeanne Segal, and Melinda Smith (November-2013) following Key skills steps describes of emotional intelligence:

**1.2.1: Rapidly reduce stress in the moment:** Be aware of your own feelings and needs, and communicate clearly. Being able to quickly calm yourself down and relieve stress helps you stay balanced, focused, and in control—no matter what challenges you face or how stressful a situation becomes.

**1.2.2: Beat relationship stress with emotional awareness:** Unfortunately, without emotional awareness, we are unable to understand our own motivations and needs, or to communicate effectively with others. Emotional awareness can be learned at any time of life. If you have not learned how to manage stress, it is important to do so first. When you can manage stress, you will feel more comfortable reconnecting to strong or unpleasant emotions and changing the way you experience and respond to your feelings.

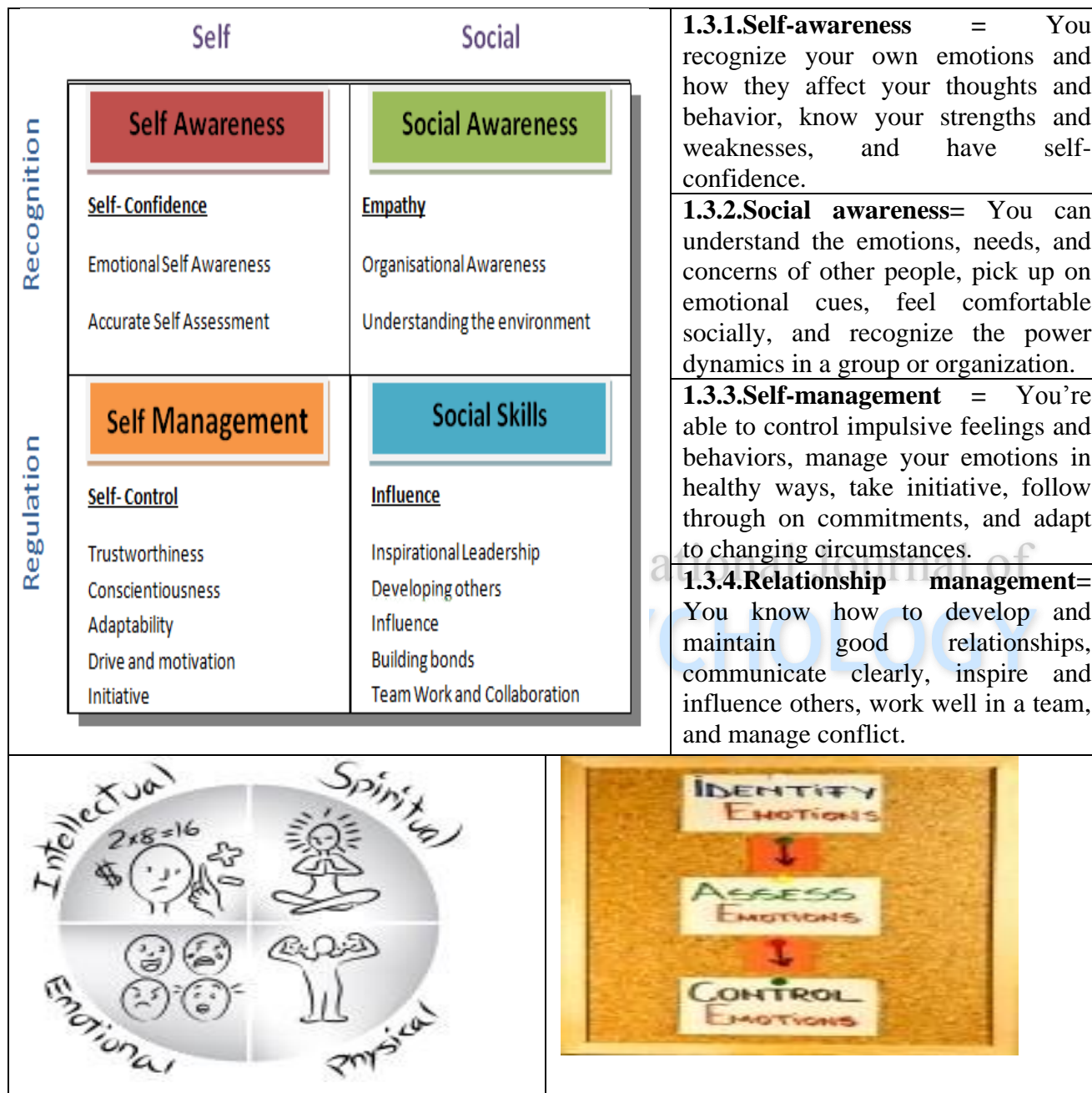
**1.2.3: Nonverbal communication:** In order to hold the attention of others and build connection and trust, you need to be aware of, and in control of, this body language. You also need to be able to accurately read and respond to the nonverbal cues that other people send you. These messages do not stop when someone stops speaking. When you are silent, and still communicating nonverbally. Think about what you are transmitting as well, and if what you say matches what you feel. If you insist, "I am fine," while clenching your teeth and looking away, your body is clearly signaling the opposite. Your nonverbal messages can produce a sense of interest, trust, excitement, and desire for connection—or they can generate fear, confusion, distrust, and disinterest.

**1.2.4: Use humor and play to deal with challenges:** Use humor and play to deal with challenges. Humor, laughter, and play are natural antidotes to life's difficulties; they lighten your burdens and help you keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings your nervous system back into balance.



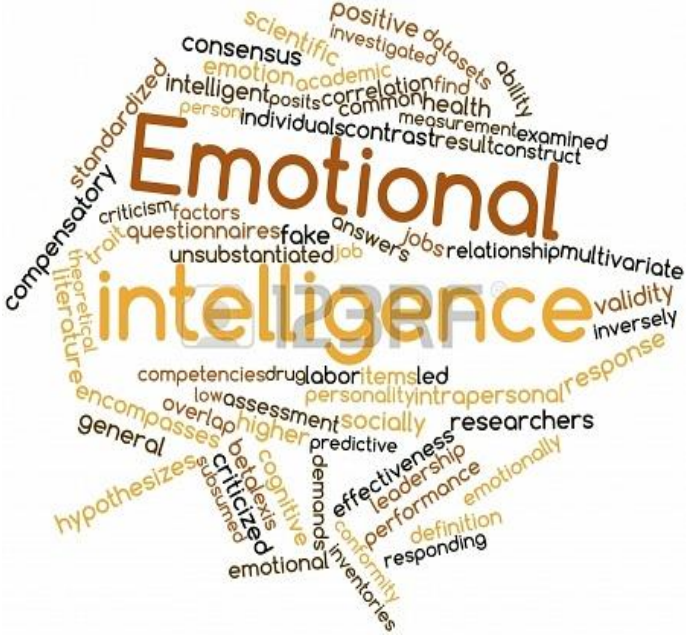




**1.2.5: Resolve conflict positively:** Conflict and disagreements are inevitable in relationships. Two people cannot possibly have the same needs, opinions, and expectations at all times. The

ability to manage conflicts in a positive, trust-building way is support by the previous four skills of emotional intelligence.

### 1.2. Model of Emotional intelligence:





	<p>Cloud for Emotional intelligence</p> 
<p>1.4.Word Cloud for Emotional intelligence (Related tags and terms)</p> 	<p>Effect of emotional intelligence</p>  <div style="display: flex; justify-content: space-around; text-align: center;"> <div>Brain</div> <div>Mind</div> <div>Intelligence</div> </div> <p>Emotion</p> <div style="display: flex; justify-content: space-around;">    </div>

According to a Career Builder, employers are beginning to change what they look for in future candidates. Because the economy is under such uncertainty these days and companies are getting smaller, **34% of hiring managers said they are placing greater emphasis on emotional**



**intelligence when hiring and promoting employees post-recession.** This blog post will give a summary of Jennifer Grasz's story. Emotional Intelligence or EI is an evaluation of person's ability to remain in control of their emotions, use their senses to understand and react to other individuals' emotions, and how deal with relations. This national survey conducted from May 19 to June 8, 2011 with more than 2,000 HR professionals and hiring managers. This assessment revealed that EI is a vital trait for getting a job. With these statistics, it is apparent that IQ is suddenly no longer important when it comes to hiring future employees – **75% said they would most likely promote the person with high EI.**

## **2. OBJECTIVES:**

In the present research, the role of Emotional intelligence among school student under the study been examined in the following context.

- 2.1. To investigate relationship between Emotional intelligence and types of area school student's
- 2.2. To examine the interactive effect of Emotional intelligence among Arts and Science stream school Student's
- 2.3. To examine the relative effects of Emotional intelligence among Male and Female school students
- 2.4. To study of relative effect of Emotional intelligence among Types of Area, Types of Stream and Types of sex typology.

## **3.0: METHODOLOGY:**

### ***3.1: Sample:***

For the purpose of the present investigation, a sample consisting of 240,( In all )individual respondents were selected as a final sample from school going students of streams viz., Arts and Science, Area as a Rural and Urban and two levels of types of Sex were considered in the group of Male and female school students of Bharuch district of Gujarat state.

### **3.2: Tools: following tools were used**

For the collection of the data, various research tools have, been used in the related studies. Researchers have collected the information regarding Emotional intelligence.

**3.1.1: Personal data sheet:** For information (Dependents variables and Independent variables) Emotional intelligence regarding age, family, area, stream, sex, income source, type of work and so on were collected data/samples by Personal data sheet.

**3.1.2: Used of Scale:**

For the present investigation, the tool used were Emotional intelligence Scale having reliability of this tool Test Re-test method 0.89 and split-half method 0.85. The scale consistd of 77- items on a 5 point scale ranging from “strongly agree” to “strongly disagree” with Four dimensions.

Reliability r =constructed and standardize by. Dr. P. P. Patel and Dr. H. P .Patel (1985) was used.

**3.3: Hypotheses:** Following major hypothesis tested in present research.

**H1:** There is no significant different between mean of the score on the Emotional intelligence of school student belonging to Rural and Urban area.

**H2:** There is no significant different between mean of the score on the Emotional intelligence regard Arts and Science school students

**H3:** There is no significant mean difference between the mean of the score on Emotional intelligence of school going Male and Female students.

**H4:** There is no significant interactive relationship between Emotional intelligence and types of areas and stream of school students.

**H5:** There is no significant interactive effect on Emotional intelligence and types of area and Sex of school students.

**H6:** There is no significant interactive effect on Emotional intelligence and type of stream and Sex of school students.

**H7:** There is no significant interactive effect on emotional intelligence and type of Area, Stream and types of Sex of school students.

**3. 4: Variable of the study:**

**3.4.1: Dependent variables:** Total Scores of respondents on Emotional intelligence

**3.4.2: Independent variables:** Types of Area, Stream and Sex as a Independent variables.

**3. 5: Research design:** The 2 x 2 x 2 three-factor factorial research design adopted in the study

**Table No: 1:**

Give about the Distribution of the cell wise Sample and means

Variables and means of emotional intelligence	B1		B2		Total Number of sample
	C1	C2	C1	C2	
A1 Mean score	258.73	261.42	261.30	271.27	---
Samples	30	30	30	30	120
A2 Mean score	246.60	260.10	260.60	256.73	---
Samples	30	30	30	30	120
Total	60	60	60	60	240

**A=Type of Area**  
**A1=Urban**  
**A2 =Rural**  
**B=Type of Stream**  
**B1=Science**  
**B2=Arts**  
**C=Type of Sex**  
**C1=Male**  
**C2=Female**

### 3. 6: Major statistical techniques used:

To analyze the data with related variables of 2 x 2 x 2 three-factor factorial research design and the 'ANOVA' applied in different variables.

### 4.: RESULTS AND DISCUSSION:-

The scores on Emotional Intelligence was analyzed as stated in three-factor factorial research design and basic statistics is as per below;

**Table No.2:**

The 2 X 2 X 2 Variables mean difference, ANOVA and L.S of Emotional Intelligence

Source Variables	Sum of Squares	df	Mean ss	F-Value	Level of significance
A=Area	1983.75	1	1983.75	4.08	0.05
B=Stream	3465.60	1	3465.60	7.13	0.01
C=Sex	1870.42	1	1870.42	3.85	0.05
A X B	1.67	1	1.67	0.003	NS
A X C	385.07	1	385.07	0.79	NS
B X C	84.02	1	84.02	0.17	NS
A X B X C	1972.27	1	1972.27	4.05	0.05
SSW	112868.47	232	486.50	--	--
Total	16296748.00	240	----	--	--

**H 01:** There is no significant mean difference between the mean of the score on the Emotional intelligence of school student belonging to Rural and Urban area.

Table No.1 and 2, indicates that the area play a crucial role in development of emotional intelligence. There are several urban and rural schools provide many facilities to the students and they may have good aspiration, expectation for betterment and active participation of school. It can be seen from Table no1 and 2, indicates that the mean score of students of rural area was  $M=262.48$  ( $N=120$ ) and mean score of student of Urban was  $=256.71$  ( $N=120$ ), the difference between the 5.75. The **H<sub>01</sub>** tested this observation. it was found that the (mean ss 1983.75) 'F' value is 4.08 for the types of area. which is significant at 0.05 level. Therefore the above, **H<sub>01</sub>** null-hypothesis was rejected and it was held that the students of Rural and Urban area school have shown difference in emotional intelligence. And this difference is found significant. The mean score of students of rural area is 262.48 while the mean score of students of urban area is 256.71. The F value is 4.08 for types of area. The difference is significant at 0.05 levels; hence, the hypothesis is rejected. It means in the present study it is seen that there is a significant different in between students of rural and urban area. As per the scoring pattern the higher value of score indicates higher emotional intelligence. As can be seen, from the above table that the mean value of the students of rural area is higher than the students of urban area. Moreover, the difference is significant at 0.05 levels. Hence, it is seen that the emotional development among the students of rural area is more than the students of urban area. The probable reason for this kind of result may be that in rural area parents may be taking more care, may be more attentive to the children and may be having more concerned compared to urban area. In urban area parents are busy with business or their job hence may not be able to pay more attention on their children as a result they may not have developed more emotional intelligence compared to village students.

The result supported by the research of Goleman (1995), validated this further by stating that in developing emotional intelligence "we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears". Along similar lines, another significant aspect that can explain this negative relationship is that of communication.

**H2:** There is no significant different between mean of the score on the Emotional intelligence of school students of Arts and Science Stream.

The results presented in table no,1 and 2, indicate that the emotional intelligence of students in relation to stream of Science and Arts school students. There are several educational school institutions provided many facilities to the students and they may have good aspiration, expectation for betterment and active participation of school institution. It can be seen from above Table No.2 that the mean score of students of Arts stream was 255.80 (N=120) and Science stream students was 263.40 (N=120). Both group mean difference was **7.60**. The **H 02** wastested above observation. it was found that the (mean ss 3465.60) 'F' value is **7.12** for the types of stream which was significant at 0.01 level.

Therefor the above, **H2** Null-hypothesis was rejected and it was held that the students of Arts and Science stream have differences in emotional intelligence. And this difference is found significant. Hence, the hypothesis is rejected. It means in the present study it is seen that there is a significant different in between the students of Arts and Science stream. As per the scoring pattern the higher value of score indicates higher emotional intelligence and lower level score indicates lower level emotional intelligence. **Harrington-Lueke(1997)** found her research emotionally intelligence is just as important to success in life but no essential need. The people of high levels emotional intelligence he got more experience and career success, build stronger personal relationships, lead more effectively, and enjoy better health than those who people get low levels of emotional intelligence

**H3:** There is no significant mean difference between the mean of the score on Emotional intelligence of school going Male and Female students.

The objective of this research is to examine the relationship between emotional intelligence and sex as male and female school students. The results is presented and tested by Table no1 and two, which was indicates that the Mean scores of Male was 256.80 and Female was 262.39. The mean difference based on Sex variable was 5.58, with reference to emotional intelligence. In addition, the score was found significantly different. Hence, therefor the above,**H3** null-hypothesis was rejected and it was held that the Male and Female students of school show difference in emotional intelligence. (The result can be justify that the emotional intelligence a positive relationship of male and female) It can be seen from Table No.2, that the

‘F’ value of an emotional intelligence of **Sex**, was **3.85**. It is seen that the mean ss is 1870.42, and ‘F’ value was 3.85, which was **significant at 0.05 levels**. The focus of the above dependent and independent variables through formulated hypothesis and examination after found that the significant mean difference between emotional intelligence is good relationship in the variables. As per the scoring pattern the higher value of score indicates higher emotional intelligence and lower level score indicates lower level emotional intelligence. The female students show higher emotional intelligence. *The Probable reason may be that the girls get mature earlier than boys. the girls are given special treatment in house regarding how to maintain the household, how to treat the guests and other visitors. Hence girls develop different kind of frame of reference regarding inter personal relations. This may lead to develop higher level of emotional intelligence compared to boys.* The research supported to V.Dhondiyal (1984), ParulKhanna (2003)

**H4:** There is no significant interactive relationship between Emotional intelligence and types of Area and Stream of school students

Looking to the above table number 1 and 2, indicates that it can be observed that the interaction between Area and stream was not significant variables. The Mean of area as a 259.61 and stream variables mean was 259.60 and variables mean differences was 0.01, it was found that the mean ss 1.67 and ‘F’ value is 0.00. The ‘F’ value was not significant at any level. Therefore the above, **H4** null-hypothesis was **accepted**. The interactive effect between A x B variable was not significant.

**H5:** There is no significant interactive effect on Emotional intelligence of types of Area and Sex of school students .

Looking to the above table number 1 and 2, indicates that, it can be observed that the interaction between types of Area and Sex, the mean of Types of area variables is 259.61 and Types of Sex variables mean was 259.60 and variables mean differences was 0.01, it was found that the mean ss 385.07 and ‘F’ value is 0.79. The ‘F’ value was not significant at any level. Therefore the above, **H5** null-hypothesis was **accepted**. The interactive effect of (A X B) was not found significant.



**H6:** There is no significant interactive difference between type of stream and Sex of school students regarding Emotional intelligence.

Looking to the above table number 1 and 2, it can be observed that the interaction between types of Stream and Sex. The Types of Stream variables mean was 259.60 and Types of Sex variables mean score was 259.60. The independent both variables mean differences found the 0.00. It was found that the mean ss 84.02 and 'F' value is 0.17. The 'F' value was not significant. Therefore the above, **H<sub>6</sub> null-hypothesis was accepted.** The interactive effect of (B X C) was not found significant.

**H7:** There is no significant interactive effect on emotional intelligence of type of Area, Stream and types of Sex of school students.

It is observed that the table number 1 and 2, indicates that the second order interaction as well as (A X B X C) results are presented and tested the above hypothesis. It was found that the mean ss 1972.27 and 'F' value was 4.05, which was significant at 0.05 levels. Therefore the above, **H<sub>7</sub> null-hypothesis was rejected** and it was held that the students of Area, Stream and Sex and this difference was found significant. From the result it is seen that the difference is significant at 0.05 levels. Hence, it is seen that the emotional development among the students of rural area is more than the students of urban area. *The probable reason for this kind of result may be that in rural area, parents may be taking more care, may be more attentive to the children and may be having more concerned compared to urban area. In urban area parents are busy with business or their job hence may not be able to pay more attention on their children as a result they may not have developed more emotional intelligence compared to village students..*

### **5.1. Conclusions:**

Following conclusions has been drawn from the present study,

- ❖ The students of rural area have shown more emotional intelligence compared to students of urban area.
- ❖ The student of science stream are found having more emotional intelligence compared to arts students
- ❖ The girls of both the stream are found having more emotional intelligence compared to boys.

- ❖ The Area, Stream and Sex variables seen that there is significant interaction among emotional intelligence. The variables of A x B x C respondents with regard and highly respected with developing to the emotional intelligence as a school level variables. Emotional intelligence **is a significant interactive relationship between above (A x B x C) three independent variables.**

**5.2. Limitations of The Study:-**Following are the limitations of the present study

- The sample was drawn from Gujarat State hence it can be not applicable to whole India.
- The sample was drawn from two Streams namely Arts and Science, other stream is not included.
- The institutions like higher primary school std. 8 and primary school, military school, colleges and disable school student are not included.
- While selecting the sample religion is not taken in to consideration, so religion wise difference cannot be inferred from the data.

**5.3. Suggestion for Further research:-**Following are the suggestion for further study

- For comprehensive study all types of schools may be included in the study so as to remove school biases, Sample included state wise areas also remove effect of areas.

**5.4. Implication of the Study:**

- A profile of the urban and rural area school students may be prepared to solve the problem of emotional intelligence and to develop the group of students.
- The impact of emotional intelligence can be predicted with the help of results and can be manipulated effectively to get better results with respect to self and social-awareness-management, and social skills.
- The students having less emotional intelligence may traced out and can be given intensive training to increase emotional intelligence.

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## **Well-Being among Hindu and Muslim Educated Unemployed People**

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**Dr. Pankaj S. Suvera\*\***

### **Abstract**

Aim of the research is to find out the Psychological Wellbeing among educated unemployed peoples so investigator selected two groups one is Hindu and other is Muslim educated unemployed people, both groups have 200 peoples. In one group has 135 Hindu and other one groups has 65 Muslim educated unemployed people. The all subjects were randomly selected. Data were collected from Banaskantha district. Scale was use for data collection is personal datasheet and Psychological Wellbeing scale developed by Bhogale and Prakash (1995), and data were analysis by 't' test. Result show, There is no significant mean difference between the Psychological well-being of Hindu and Muslim educated unemployed people. There is no significant mean difference between the Psychological well- being of law and middle income families educated unemployed people. There is no significant mean difference between the Psychological well-being of middle and high income families educated unemployed people. There is no significant mean difference between the Psychological well-being of law and high income families educated unemployed people. There is no significant mean difference between the Psychological well-being of joint and nuclear families educated unemployed people.

### **1. Introduction:**

Psychological well-being indicated physical and mental wellness. Sinha (1990) has stated that Psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance if mental function. It is a somewhat malleable concept which has to do with people's feeling about everyday life activities. Such - Feeling may range from negative mental state or Psychological strains such an anxiety, depression, frustration, Emotional, exhaustion, unhappiness, and dissatisfaction to a state which has been identified as positive mental health [Johada 1958, wass 1978]

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*"A state of complete physical mental and social well-being and does not consist only of the absence of disease of infirmity"* -**World health organization (WHO) (1948)**

*"Psychological well-being as the general experience by individual that there will be positive outcome or circumstance"*—**Adams, Bezner, & Steinhardt (1997)**

What was the phase of illness the good of caregivers is to promote Psychological well-being as "seeking a sense of control in the face of the life threatening illness he characterized by emotional distress altered life priorities and fear of the unknown as well as positive life changes" in order to promote Psychological well-being Scanlon suggest that three questions be asked.

1. What do they worry about?
2. How do they cope?
3. How can nurses help?

*"At the most basic level Psychological well-being (PWD) is quite similar to other terms that refer to positive mental status, such as happiness for satisfaction and in many cases it is not necessary for helpful to worry about finding distinctions between such terms."* - **Ivan Robertson Cooper**

The concept of well-being originated from Positive Psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvement in the lives of individuals. Positive Psychology has emerged from the problem of the west. Thus it may be inferred that knowledge is culturally conditioned.

Well-being is often defined as a sound economic disposition. A western study of relationship between having money, and life satisfaction revealed that between 1940's and the year 2000, people needed more money to maintain the same level of satisfaction. In other words one needed more money to stay happy in 2000 than in 1940's, with the requirement of money steadily increasing over the years. Another study proved that while the richest American measured 5.8 on satisfaction while the Slum dwellers of Kolkata measured 2.9 indicating again that satisfaction is not directly related to money per se. However, up to the income level of \$ 10,000 a correlation between money and satisfaction was found, beyond which addition in income did not contribute to well-being. Thus an economic criterion was found to have a limitation in predicting wellbeing.

### **New Model of Well-being**

A good life involves engagement, satisfaction and purpose. According to the new model, concept of well-being refers to health, vitality, creativity, fulfilment and resilience. It refers to thriving and flourishing that involves mind, body, society and environment in general. Well-being refers to a harmonious interplay of cognitive and affective process rather than subjugating to them. In term of Indian terminology it refers to harmony of Indriyas, Chitta and Atma.

Pleasure relates to one aspect of well-being. Sukah, as is called in Sanskrit refers to 'Agreeable feelings' based on mind, self, sense organ objects and perception. According to Indian perspective 'Mineness' is the cause of 'Dukha'. The Hedonic perspective of well-being is 'Preyas' while the Eudemonic perspective refers to 'Shreyas'. True happiness lies in expression of virtue.

The question that logically follows from the above two perspective is whether pursuit of a goal per se is related to well-being? It has been found that pursuit of goal and the resultant success per se does not ensure happiness. On the other hand, a general, happy disposition leads to success. Exploring into the causes of unhappiness it was found that, negative social comparison, inequitable reaction to equal losses and gain are some of the main causes.

When the reasons for unhappiness are identified, how do we mitigate them to reach well-being? What are the identified challenges to well-being?

Among the many, following are the few challenges:

- Imbalance of work and leisure.
- Life style related problem.
- The very approach of measuring development in terms of consumption.
- Competition, promoting individualism and egoism.
- Technology generated problems.
- Modern medicine and health related intervention and
- Lack of health related support system.
- The mainstream psychology identifies four dimensions well-being – viz. –
- Motivation and Developmental

The Indian perspective identifies four aspects, viz. the five elements, the person or Jeeva, the life or Ayu, and the health or Arogya. Well-being as per Indian perspective relates to well-being on physical, psychological and spiritual planes. The Indian approach to well-being refers



to Maitri, Karuna, Mudita and Upeksha meaning Relatedness, Compassion, Pleasant disposition and avoidance of conflict. In other words well-being refers to uniting self with self by negating the ego. This in turn indicates that well-being is a combination of survival, wellbeing, freedom and identity.

## **2. Aims of the study:**

1. To study of the Psychological Wellbeing among Hindu and Muslim educated unemployed people.
2. To study the Psychological well-being among low, middle and high income families educated unemployed people.
3. To study of the Psychological Wellbeing among joint and nuclear families educated unemployed people.

## **3. Hypothesis:**

1. There is no difference between the Psychological Well being of Hindu and Muslim educated unemployed people.
2. There is no difference between the Psychological well- being of low and middle income families educated unemployed people.
3. There is no difference between the Psychological well- being of low and high income families educated unemployed people.
4. There is no difference between the Psychological well- being of middle and high income families educated unemployed people.
5. There is no difference between the Psychological Well being of joint and nuclear families educated unemployed people.

## **4. Methodology:**

**Sample:**For this research 485 educated unemployed people whose age between 25 to 35 years was taken as sample from employment office of Banaskantha districts. Out of that only 200 samples randomly selected, which are 135 Hindu and 65 Muslim educated unemployed people selected.

### **Tools used:**

The following tools were used in the present study:

1. **Personal Data sheet:** Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about Religion, Total monthly income of family and Types of family were collected. In this research following tools are used:
2. **Psychological Wellbeing scale:** Psychological well-being questionnaire developed by Bhogale and Prakash (1995) was used to measure Psychological well-being. These are 28 sentences in this scale. All at the sentence had a two option “yes” or “no” belong two option can choose one option and marked by symbol ( $\sqrt{\phantom{x}}$ ). In positive sentence 1 point for yes and 0 point for no. and in negative sentence 1 point for no and 0 point for yes. The test – retest reliability coefficient is **0.72** and internal consistency coefficient is **0.84**. The author has reported satisfactory validity of the questionnaire.

### **Statistical Analysis:**

In this study ‘t’ test was used for statistical analysis.

### **5. Result and Discussion:**

**Table-1**

**(N=200)**

**Means, SDs and ‘t’ value of psychological wellbeing with reference to religion:**

Religion	N	Mean	SD	‘t’ value
Hindu	135	18.60	3.58	0.42(NS)
Muslim	65	18.83	3.62	
NS= Not significant				

It is revealed in Table No.1 that mean score of psychological wellbeing in educated unemployed peoples belonging to Hindu and Muslim religion are 18.60 and 18.83 respectively. These means indicate that educated unemployed peoples of Muslim religion experienced the highest level of psychological wellbeing (18.83) as compared to the educated unemployed peoples of Hindu religion (18.60). The result indicates this as first sight. when ‘t’ value was calculated to know statistical significant of mean difference, insignificant difference was observed between Hindu and Muslim religion. ‘t’ value is 0.42 (Table 1) which is statistically

insignificant. Hence the null hypothesis (No 1) was accepted. Thus the results show that religious has no significant effect on psychological well-being.

**Table-2**

**(N=200)**

**Means, SDs and 't' value of psychological well-being with reference to total monthly income of family:**

	Total monthly income of family	N	Mean	SD	't' value
PSYCHOLOGICAL WELL BEING	Low	57	19.05	3.55	0.74
	Middle	91	18.60	3.66	NS
	Low	57	19.05	3.55	0.99
	High	52	18.39	3.52	NS
	Middle	91	18.60	3.66	0.35
	High	52	18.39	3.52	NS
NS=Not Significant					

**Psychological wellbeing with reference to low and middle total monthly income of family:**

It is revealed in Table 2 that mean score of psychological wellbeing in educated unemployed peoples belonging to low and middle total monthly income of family are 19.05 and 18.60 respectively. The result indicate this as first sight .when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and middle total monthly income of family. 't' value is 0.74 (Table 2) which is statistically insignificant. Hence the null hypothesis (No. 2) was accepted. Thus the results show that total monthly income of family has no significant effect on psychological well-being.

**Psychological wellbeing with reference to low and high total monthly income of family:**

It is revealed in Table 2 that mean score of psychological well-being in educated unemployed peoples belonging to low and high total monthly income of family are 19.05 and 18.39 respectively. The results indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and

high total monthly income of family. 't' value is 0.99 (Table 2) which is statistically insignificant. Hence the null hypothesis (No. 3) was accepted. Thus the results show that total monthly income of family has no significant effect on psychological well-being.

**Psychological well-being with reference to middle and high total monthly income of family:**

It is revealed in Table 2 that mean score of psychological well-being in educated unemployed peoples belonging to middle and high total monthly income of family are 18.60 and 18.39 respectively. The results indicate this as first sight. When 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between middle and high total monthly income of family. 't' value is 0.35 (Table 2) which is statistically insignificant. Hence the null hypothesis (No. 4) was accepted. Thus the results show that total monthly income of family has no significant effect on psychological well-being.

**Table-3**

**(N=200)**

**Means, SDs and 't' value of Psychological wellbeing with reference to Type of family:**

Type of family	N	Mean	SD	't' value
Joint	135	18.77	3.58	
Nuclear	65	18.48	3.61	
NS= Not significant				

It is revealed in Table 3 that mean score of psychological well-being in educated unemployed peoples belonging to joint and nuclear families are 18.77 and 18.48 respectively. These means indicate that educated unemployed peoples of joint families experienced the highest level of psychological well-being (18.77) as compared to the educated unemployed peoples of nuclear families (18.48). The result indicate this as first sight .when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between joint and nuclear families. 't' value is 0.54 (Table 3) which is statistically insignificant. Hence the null hypothesis (No. 5) was accepted. Thus the results show that type of family has no significant effect on psychological wellbeing.

## **6. Conclusion:**

In this researcher there is no significant difference found between the Psychological well being of Hindu and Muslim educated unemployed people. Investigator could not find the difference between the Psychological well- being of low and middle income families educated unemployed people. Researcher could not find significant difference between the Psychological well- being of low and high income families educated unemployed people. Scholar could not novelty significant difference between the Psychological well- being of middle and high income families educated unemployed people. Investigator not establishes significant difference between the Psychological well being of joint and nuclear families educated unemployed people.

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## **Role of Teacher for Peace Education**

**Mr. Rajendrakumar Muljibhai Parmar\***

**Abstract: -**

This paper outlines a framework for developing peace education agenda in high schools and college and university level. Historical peace education programs are reviewed and included into a comprehensive program of substantive, peace education content and pedagogy. The historical programs reviewed include the Integral Model of Peace Education, Learning to stop War, and Master of Arts Program in Peace Education at our school, college & University level for Peace education.

Peace is simply having a feeling of security, calm and restfulness. We often tend to think of peace as being an international issue, far from our daily life, but we do not realize that global peace can only be achieved if each country is established at peace. The peace and happiness of each country can only be achieved if every citizen is at peace. This follows therefore that a country can be peaceful and progress if people live tolerantly. We all want peace of mind. The need of the hour is to develop the young generation with peace consciousness and the importance of conflict resolution. Neither our society nor our educational system has any scope for highlighting the importance of peace and conflict resolution.

In every walk of life our attention is focused on violence, confrontation, competition, self-interest and the need to win. The history of wars is no longer than peace. It took the impact of two world wars and the Hiroshima bomb disaster for human kind to begin to perceive the concept of peace as the primary goal. Our School, college and university teacher can spread message about the peace in the society through our studying generation. The whole reliant of peace of our nation on the student, simply they can learn and establish in society peace. Here teacher's role is very important to teach student what peace education is and how to maintain in society peace so that, every citizen can be avoid any kind of conflict from neighbor to neighbor country.

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## **Introduction**

*"Peace education is a participatory holistic process that includes teaching for and about democracy and human right, nonviolence, social and economic justice, gender equality, environment sustainability, makes safe tradition, peace practices and human security"*

### **What is peace education?**

Peace education curricula generally include instruction in conflict resolution, cooperation and interdependence; global awareness; and social and ecological responsibility. Peace education in the **United States** has evolved since its early **nineteenth century** beginnings. In the early years, peace education was promoted by a small group of **New England** educators, writers, and thinkers who shared a vision of the world without war or violence. **Horace Mann**, founder of the American common schools, considered violence in American society a mistake that required purposeful improvement and asserted that education should be the primary agent of change. In the early twentieth century, with America rapid in the forces surrounding the first and second World Wars, peace education was run down as being revolutionary. Peace educators who dreamed of a combined, peaceful world were considered un-American. In fact, these dark years for peace education continued through the following decades, fueled by the excesses of **McCarthyism**. This stigma greatly hampered the efforts of peace educators who overcame this setback by shifting their focus from negative peace, expressed as anti-militarism, to positive peace, with an emphasis on society-building through diminishing violence within and between nation-states. Still, whatever the generational focus, peace education has consistently reflected the desire to improve the condition of human society.

Peace means being one with life itself, Having no fear or bitterness. Peace is more than merely sitting still or in silence. Peace therefore, is a state of mind. **Tagore** rightly said *"Where the mind is without fear and the head is held high, into that kingdom of freedom my father let my country awake"*. Peace is simply having a feeling of security, calm and restfulness. We often tend to think of peace as being an international issue, far from our daily life, but we do not realize that global peace can only be achieved if each country is settled and at peace.

The peace and happiness of each country can only be achieved if every citizen is at peace. This follows therefore that a country can be peaceful and progress if her people live tolerantly. We all want peace of mind. Is peace of mind possible at all in our quick life? It is up to us. We must come to grips with ourselves. Though the world may be full of problems and

distress we must see the positive side of it all. We must accept the problem as an opportunity and not as a problem. Just as you destroy an enemy and make him your friend you can destroy a problem and turn it into joy. When there is no peace among the persons, then peace in society is in danger. Sometimes this leads to chain of violence. Lack of peace destroys the identity of a country; our mental and creative energies are diverted from useful activities to destructive one.

The need of the hour is to develop the young generation with peace consciousness and the importance of conflict resolution. Permanent damage has been done to the present generation by our system of government the political system and the religious leaders who develop emotions for their immediate means. It may not be possible to change the attitude of the present generation but it is possible to growth the future generation for the good of the nation and for mankind. We all talk about the fissiparous tendencies that come up in our country in the name of religion, place and community, which in fact are manmade barriers used in the name of God. We the educationists should think ways and means to inculcate the spirit of unity and integrity.

**UNICEF** and **UNESCO** are particularly active advocates of education for peace. UNICEF describes peace education as schooling and other educational initiatives that:

- Function as 'zones of peace', where children are safe from violent conflict.
- Uphold children's basic rights as outlined in the CRC.
- Develop a climate that models peaceful and respectful behavior among all members of the learning community.
- Demonstrate the principles of equality and non-discrimination in administrative policies and practice.
- Draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture.
- Integrate an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible
- Use teaching and learning methods that stress participation, Cupertino, problem-solving and respect for differences.
- Enable children to put peace-making into practice in the educational setting as well as in the wider community
- Generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights.

- Provide a forum for the explicit discussion of values of peace and social justice.
- Handle conflicts in ways that respect the rights and dignity of all involved.

*"A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace. **"Hague Appeal for Peace Global Campaign for Peace Education***

### **The need for peace education**

If war begins in the minds of men it is because of conflict. Conflicts are of different natures: personal conflict, interpersonal conflict, communal conflict etc. The concept, Peace Education goes hand in hand with Conflict Resolution. This can be considered the primary approach for peace education. We must train our children for peace. We must create positive attitude towards peace in our young minds.

Eisner questions the extent to which our school might be responding creatively and with responsibility to the needs of one's age. He says it is important to see past issues and to go beyond immediate controversies to locate the values underlying them.

1. *Do we prohibit the use of violence by teachers in the maintenance of discipline?*
2. *To what extent does the existing curriculum promote peace?*
3. *Do we encourage co-operation with competition?*
4. *Do we organize group projects and teamwork?*

Education should be infused with aims and purposes set forth in the charter of the **United Nation**, the constitution of **UNESCO** and the universal declaration Human Rights. Articles 26 states....

*"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom, It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace".*

World famous thinker **Frit of Capra** notes that *"At the beginning of the last decades of our century we find ourselves in a profound worldwide crisis. It is a crisis of intellectual, moral and spiritual dimensions, a crisis of scale and urgency unprecedented in recorded human history".* He goes further to suggest *"We have to shift our perspective from the end of*

*the twentieth century to a time span surrounding thousands of years."* The Industrial revolution took a wrong turn promoting consumerism and militarism. The militarism encouraged the promotion of mass industry, which indirectly influenced the war. Peace education on the lines of thought and the action, which tries to break such values.

### ***How do we expect peace in our children?***

We have to change our outlook towards society. For the sake of quarrel, people may say that the moral education and religious education adequately covers the principles of peace education but in fact it gives glorification of only one religion or the other. We want our children to go beyond the four walls of religion and spread the human values to build a peaceful world.

### **Peace Education to Be Introduced In Schools**

With stress levels among people on the rise and tempers flaring up easily, it is time for 'peace education' in schools and the NCERT is all set to train teachers in conflict resolution techniques and ways to undermine violence, aggression. Aiming to arm teachers with skills to promote a sense of harmony with oneself and social environment among students for avoiding conflict with law, she said the teachers are the role models for students and hence they can help their pupils handle the day-to-day situations in a non-violent way. Arrogance and aggression, which propel violence, are two vices that can be controlled by value-based education; she said adding the students come across trying situations at their home, educational institutions and other places and tend to commit crime.

The course assumes significance in view of increasing rate of crime committed by children in the country, she said. According to the National Crime Record Bureau (NCRB), as many as 8561 cognizable crimes under IPC were committed by juveniles in 1994, which increased to 16,509 in 2001. It further soared to 18,560 in 2002 and remained at 17,819 in 2003.

As many as 288 murder cases committed by juveniles were reported in 1994, which went up to 531 and was recorded at 465 in 2002 and 2003, respectively. Similarly, 176 cases of rape committed by juveniles were reported in 1994. In 2003, the figure touched 466, according to the NCRB data. In 2004, about 3234 juveniles were apprehended for different crimes, including 583 cases, where arrests were made on charges of murder.

## **The Current State of Teaching for Peace in Higher Education**

Educators at all levels generally agree that students should be taught *about* peace. This is especially true in the current political climate in the United States. Fewer seem to consider teaching *for* peace in the same light. Yet peace education entails more than just content. It also includes how we craft our learning environments and the teaching methods we use. Peace educators are quick to admit that structure and processes are critical elements of a peace-making pedagogy.

Eisner (2000) explains that students are “educated” by three different elements; the content, or the material that is included; the processes or the methods used to transmit information; and through the ways that schooling is structured. In addition, two models or frameworks generally guide education in the United States. These are “systems of belief that either nurture and support-or inhibit and undermine-equitable, democratic, nonviolent and caring relations”. The dominator model, described as dominator pedagogy or war-making pedagogy in this paper, reflects the militaristic culture in which we live. It is characterized by authoritarianism and male dominance. It stresses the importance of competition and ranking. The dominator model includes a supporting ideology making these structural arrangements appear to be right and even common sense. Education in the United States is often structured in ways that are dualistic, antagonistic and confrontational, all militaristic values.

### **Achieving peace**

Peace is not sold in the market. Peace is personal as well as universal. Today, society is awakening to the reality of give somebody the use of a hand. This is a good sign of peace. A caring people are a sign of hope. All of us have to put our shoulders to the wheel if we want a better tomorrow.

### **Peace through co-operation**

There is only one way to get peace through cooperation. Non co-operation will only create tension, anger, dislike and revolution. Whether in a family, a class, staff, a team, a country; it is necessary to have a homely atmosphere, an atmosphere that is favorable to thinking about the meeting of minds and heads. If there is no co-operation then each one will seek faults in others and no progress will take place.

Compare the rule of **Akbar** with **Aurangzeb**. Power does not bring peace. It is how we use this instrument of power that matters. Power used as authoritarianism may only bring terror

and disaster. An authoritarian minister is as bad as an autocratic ruler to his son or daughter, such priest will create disobedient children and peace in the home will be crushed.

### **Peace through love**

It is not true that careful the stick spoils children. The rod has to be used only when other measures fail. But love never fails. Love should not be possessive, selfish or demanding. Love should be spontaneous, unconditionally showered all the time. Love generates faith, true cooperation and this is what is essential for peace.

*"When we love we share and not tear, when we love we win and not lose, when we love, we open and not close, when we love we progress and not move away, when we love, we co-operate and not break up."*

### **Principal Themes in Education for Peace**

Educating for peace is concerned to help students develop a rich vision of peace which should form part of his personal life. He should understand the fullness of his own religion and appreciate all other religions. Educating for peace is also concerned with developing values and skills to assist the students in striving for the fullness of life that embraces all people. Educating for peace is concerned with helping the students to recognize the many forms and causes of violence and to promote values and skills for living in society.

Educating for peace is helping students to the awareness of peace and to find ways of keeping peace by conflict resolution. Educating for peace is helping students to be aware of interdependence, compassion and sensitivity for the needs of others and to encourage them to help in building a nation and not in destroying it. Education for peace is helping students to enjoy the environment, to value the relationship of man and environment, to work individually and collectively for the betterment of the world. Educating for peace is providing students the vision towards a peaceful, loving and just world. Use children to save the world.

Peace Education should be a part of the school syllabus. Peace is a value. Values involve interaction between intellectual and emotional development of a child. In the subconscious of every child is impulse. Attitude and values give direction and quality to an action. The students accept the stimulus in the form of planned activities. He responds and reacts to them, which brings pleasure or displeasure. He learns to value the feelings of peace and harmony and



responds accordingly. He develops thoughts, ideas and images consistent with the value of peace as priority in his personal life.

### **Key Skills, Methods and Content**

- Peace Education skills
- Identifying bias
- Problem solving
- Sharing and co-operation
- Shared decision-making
- Analysis and critical thinking
- Enhancing the self-esteem of oneself and others
- Creative self-expression
- Ability to imagine life beyond the present and work towards a vision
- Understanding the links between the personal, local and global
- Honest talk and sensitive listening
- Positive emotional expression
- Recognizing and expressing feelings in ways that are not aggressive or destructive
- Conflict resolution strategies
- Nonviolent action in relation to problems both personal and societal
- Ability to act on ideas
- Self-reflection
- Independent research

### **Teacher's Role in Peace Education**

In the early 1970s a group of the world's leading scientists; the Club of Rome brought together their expertise in a study of the whole world's present problems. When they brought together the insights gained from their separate disciplines they became aware that all the major world problems that we think of under separate headings are, in reality, so closely related as to be aspects of one problem. They called this group of worldwide interconnected problems. "The human problem" and stated that real solutions apparently are interdependent. Finally, the scientists stated that these problems are not technological but are ethical problems.

**First**, the teacher must understand that multicultural, multiethnic, and multireligious problems in society are not to be dealt with in isolation in bits and pieces of a good peace education program but, being interconnected with all other problems of peace and violence, are addressed in the whole program. **For example**, developing such qualities as compassion and service to others can help reduce racial, religious, or other prejudices, but students of all backgrounds must take part in the program.

**Second**, the teacher must be cognizant and wholly supportive of the basic nature and aims of peace education, one example given before from **Dale Hudson** being: "...education that actualizes [people's] potentialities in helping them learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and nature." The principles upon which this statement rests include:

1. The basic requirement for world peace is the unity of humankind.
2. World order can be founded only on the consciousness of the oneness of humankind.

It follows that, in this view, the teacher of peace education in an apparently diverse society must keep certain basic aims in mind: the achievement of a unified, peaceful society both globally and within the nation, where world citizenship is fostered and "unity in diversity" is recognized and practiced.

**Third**, the teacher should constantly keep in mind that the attainment of any aim is conditioned upon knowledge, volition, and action.

The power needed to accomplish a peaceful world is the unification of humankind. To this end, the teacher must use his or her volition and will-power. In the words of **Sarvepalli Radhakrishnan**, we should **"... will peace with our whole body and soul, our feelings and instincts, our flesh and its affections."**

In our experience, when a teacher becomes deeply and regularly involved in teaching peace education, this can cause that teacher to take a long, deep look at his or her values and beliefs. Clearly, it can center a person on one's own thoughts, words, and deeds. In order to be a model for the students, the teacher has the opportunity of transformation and change of the inner self. Then the students can be helped to understand and feel what is a peaceful person who is a peacemaker, and the teacher will have a powerful, positive influence on hundreds and thousands of children and youth.

## **Conclusion**

It is important to remember that peace education is not an additional academic subject we add to the offered system. Instead, it is the general orientation that we introduce in the accessible subjects, textbooks and teacher discourses. For instance, the Sociology textbooks could underscore the fact that peaceful coexistence is an objective requirement for peaceful development, and vice versa. In the Physics textbooks, emphasis could be laid on the need to fight for a ban on nuclear weapons and other weapons of mass destruction, and international agreements in this field. Biology books could explain, among other things, the deadly effects of exposure to radioactivity on human beings. Needless to say, one who wills the end wills the means. Though international comparisons are difficult, general lessons and indicative suggestions can be taken from international experiences also. Increasing recognition of the essential role of youth in peace building is now beginning to manifest itself in efforts to actualize that role. The future moral, social, and political challenge will be to see whether humanity can mobilize the energy, creativity, and vision of youth in pursuit of peace as successfully as it has in pursuit of war.

The challenge for educators all over the globe is to choose between going ahead with the present effete educational system, or preparing our younger generation for the kind of life each and every one of us aspires towards. To use Swami Vivekananda categorization, should we teach them just 'to know' or 'to be'?

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## A Comparative Study of Adjustment among Joint and Nuclear Families People

Mr. Sunil S. Jadav\*

**Abstract:** - Aim of the research is to find out the Psychological adjustment among joint and nuclear families people willing to take divorce, both groups have 160 peoples. In one group has 90 joint and another group has 70 nuclear families people. The all subjects were simple randomly selected. Data were collected from Anand district. Scale was use for data collection is personal datasheet and Psychological adjustment Scale was developed by Bell (1905) and Gujarati-translated by Bhatt, (1994) was used. Data were analysis by 't' test. Result show, There is no significant mean difference of psychological adjustment between joint and nuclear families people. There is no significant mean difference of the Psychological adjustment between low and high age people. There is no significant mean difference of the Psychological adjustment between low, medium and high total monthly incomes people.

### 1. Introduction: Conceptual Framework of psychological Adjustment:

Adjustment is a vital problem of the modern world. The present century is characterized by psychological disorder and disturbed interpersonal relationship. Human adjustment is a complex process. The making of desirable adjustments to the various demands of life is influenced by the differing inherited characteristics and varying environmental conditions and situations to which an individual is exposed. The achievement of desirable life adjustment depends upon the recognition of the significance of inherited potential and environmental conditions as these affect his/her way of life. Adjustment is a kind of interaction between the individual and his/her environment for the sake of bringing harmony between them. Adjustment is a dynamic and continuous life- long process. A well-adjusted person manifests certain behavioral characteristics; he/she has the capacity to conform to the norms of the society. He/she expresses confidence in him and in others. He/she shows strong sense of security and responsibility. He /she ably satisfies his emotional needs as well as of others. He/she has well defined goals in his/her life and a set of values. He/she is well adapted to reality and time.

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Adjustment is a continuous process that tends to bring out more or less changing attitudes throughout the individual's life. Some adjustment connotes happiness and freedom from personal problems. While for others, it means an unhappy conformity to group demands and expectations. Adjustment is a lifelong process and can be defined as a person's interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan and Singh, 1989).

### **Meaning of Adjustment:**

The psychological meaning of adjustment can be discussed in terms of needs. Internally these needs have to do with homeostasis and externally there is the need of avoiding pain and other negative influences. These needs may be satisfied by interaction with environment. The term adjustment has been defined differently by different thinkers in their own respective ways. According to Warren (1934) "Adjustment relates to any operation an organism organ becomes more favorably related to the environment and the entire outturn environmental and internal."

*"Adjustment consists of the psychological processes by means of which the individual manages or copes with various demands or pressures."* -Lazarus (1961)

*"Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."* -Gates and Jersild (1970)

*"Adjustment is a state in which the needs of the individual on the one hand and the claims of environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained."* Eysenck (1972)

### **What is Good Adjustment?**

In the light of above said definitions, question arises here and strikes our mind that what is good adjustment and who is a well-adjusted person? In order to answer this question we can say that a well-adjusted person is one whose responses are mature, efficient, satisfying and healthy. In contrast, an emotionally disturbed person is inefficient in completing the tasks that a well-adjusted person will complete within its proper stipulated time. The term healthy implies that the response is wholesome, that is, best suited to man's nature, to his relations with others and to his responsibilities. Wholesomeness is an important characteristic feature of a good adjustment. Adjustment is relative in character since there are no such things as a perfectly

adjusted person. It must be evaluated in terms of a person's capacity to change and to cope with demands that are encountered and these capacities vary with personality and with the level of development. Anderson stated that "Good adjustment cannot be defined once and for all in any simple fashion. It must be defined in terms of meeting the problem appropriate to the level of development good adjustment. He also viewed in this way that growing up is a process of meeting stresses, strains and thus building the capacity to meet the problems".

## **2. Aims of the study:**

1. To study of the psychological adjustment among joint and nuclear families people willing to take divorce.
2. To study of the psychological adjustment among low and high age people.
3. To study of the psychological adjustment among low, medium and high incomes people.

## **3. Hypothesis:**

1. There is no difference between the psychological adjustment of joint and nuclear families people willing to take divorce.
2. There is no difference between the psychological adjustment of low and high age people.
3. There is no difference between the psychological adjustment of low, medium and high incomes people.

## **4. Methodology:**

### **Sample:**

In this present study there are simple random sampling for this purpose Anand District was selected. Sample taken from family court and Jagrut Mahila Sangthan NGO of Anand city, and for this study Anand family court and JMS NGO granted permission. In first time total 187 subjects were selected, out of that total 160 sample were taken for this study. Total sample divided in two groups. One group had 90 joint and another one group had 70 nuclear families people selected.

### **Tools used:**

The following tools were used in the present study:



### **Personal Data sheet:**

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about Types of family, total monthly income and age were collected.

### **1. Psychological Adjustment Scale:**

Psychological adjustment Scale was developed by Bell (1905) Gujarati-translate Psychological adjustment Scale was developed by Bhatt, (1994) was used. There are 160 students in this scale it is divided into four factors. In each factor there are 32 statements.

We get different areas for the above few types of adjustment and we also get the total score of adjustment in the present research, the entire scale of adjustment has been used.

For the details of the scale of adjustment the subject has to his consent for one of the three alternatives by doing the sign of true. In these alternatives, these are three things yes, indecisive, no for 'no' response 1 score is given, for 'yes' response score of two is given and for intensive response 'O' score is given. Scoring pattern shows that more score indicates less adjustment of mala adjustment. The fewer score in the scale indicates good adjustment.

The reliability score of adjustment scale comes to 0.85, derived by the split half method, obtained from the sample of 320 students. The researcher of the present research has found out the reliability score as 0.89, by using split half technique on the sample of 50 students.

### **Statistical Analysis:**

In this study 't' test was used for statistical analysis.

### **5. Result and Discussion:**

#### **5.1.: Psychological Adjustment With Reference To Type of Family:**

The effect of type of family of willing to take divorces male and female on psychological adjustment was examined. Type of family of willing to take divorces had two categories and they are joint and nuclear. T-test was divorces to check the null hypothesis (No.1) framed for this purpose. The results are presented in table No. 1.

**Table No.1**

(N=160)

**Means, SDs and 't' value of psychological adjustment with reference to Type of family:**

Type of family	N	Mean	SD	‘t’ value
Joint	90	127.34	19.73	0.38(NS)
Nuclear	70	126.07	22.84	
NS= Not significant				

It is revealed in Table No.1 that mean score of psychological adjustment in willing to take divorces male and female belonging to joint and nuclear families are 127.34 and 126.07 respectively. These means indicate that willing to take divorces of joint families experienced the highest level of psychological adjustment (127.34) as compared to the willing to take divorces of nuclear families (126.07). The result indicate this as first sight .when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between joint and nuclear families. 't' value is 0.38 (Table No.1) which is statistically insignificant. Hence the null hypothesis (No.1) was accepted. Thus the results show that type of family has no significant effect on psychological adjustment.

## **5.2: Psychological adjustment with reference to Aged:**

The effect of Age of willing to take divorces male and female on psychological adjustment was examined. Type of age of willing to take divorces had two categories and they are low and high. T-test was male and female to check the null hypothesis (No.2) framed for this purpose. The results are presented in table No.2.

**Table No.2**

(N=160)

**Means, SDs and 't' value of psychological adjustment with reference to Age:**

Age	N	Mean	SD	‘t’ value
Low	115	127.81	21.63	0.98(NS)
High	45	124.18	19.64	
NS= Not significant				

It is revealed in Table No.2 that mean score of psychological adjustment in willing to take divorces belonging to low and high age are 127.81 and 124.18 respectively. These means indicate that willing to take divorces of high aged experienced the highest level of life style (124.18) as compared to the willing to take divorces of low age (127.81).The result indicate this as first sight .when ‘t’ value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and high aged. ‘t’ value is 0.98 (Table No.2) which is statistically insignificant. Hence the null hypothesis (No.2) was accepted. Thus the results show that age has no significant effect on psychological adjustments.

### **5.3: Psychological Adjustment With Reference To Total Monthly Income Of Male And Female:**

To examine the effect of total monthly income of male and female on psychological adjustment as presented in table No.3. ‘t’ test was carried out to analyze the data. Total monthly income was divided in three groups and that’s bellows:

**Table No.3**

**(N=160)**

**Means, SDs and ‘t’ value of psychological adjustment with reference to total monthly income of male and female:**

PSYCHOLOGICAL ADJUSTMENT	Total monthly income of male & female	N	Mean	SD	‘t’ value
	Low	67	128.96	22.31	1.66
	Medium	51	122.45	19.39	NS
	Low	67	128.96	22.31	0.084
	High	42	128.60	20.74	NS
	Medium	51	122.45	19.39	1.47
	High	42	128.60	20.74	NS
NS=Not Significant					

### **5.3.1: Psychological Adjustment With Reference To Low and Medium Total Monthly Income**

It is revealed in Table No.3 that means score of psychological adjustment in willing to take divorces male and female belonging to low and medium total monthly income of male and female are 128.96 and 122.45 respectively. The results indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and medium total monthly income of male and female. 't' value is 1.66 (Table No.3) which is statistically insignificant. Hence the null hypothesis (No.3) was accepted. Thus the results show that total monthly income of male and female has no significant effect on psychological adjustment.

### **5.3.2: Psychological Adjustment With Reference To Low and High Total Monthly Income of Male and Female:**

It is revealed in Table No.3 that mean score of psychological adjustment in willing to take divorces male and female belonging to low and high total monthly income of male and female are 128.96 and 128.60 respectively. The results indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and high total monthly income of male and female. 't' value is 0.084 (Table No.3) which is statistically insignificant. Hence the null hypothesis (No.3) was maintained. Thus the results show that total monthly income of male and female has no significant effect on psychological adjustment.

### **5.3.3: Psychological Adjustment With Reference To Medium and High Total Monthly Income of Male and Female:**

It is revealed in Table No.3 that means score of psychological adjustment in willing to take divorces male and female belonging to medium and high total monthly income of male and female are 122.45 and 128.60 respectively. The results indicate this as first sight. When 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between medium and high total monthly income of male and female. 't' value is 1.47 (Table No.3) which is statistically insignificant. Hence the null hypothesis (No.3) was maintained. Thus the results show that total monthly income of male and female has no significant effect on psychological adjustment.

## **6. Conclusion:**

There is no significant found between the psychological adjustment of joint and nuclear families people willing to take divorce. There is no significant difference found among the psychological adjustment of low and high age people. There is no significant difference between the psychological adjustment of low, medium and high incomes people.

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## **A Study of Well Being among B. Ed College Student**

**Mr. Mukesh C. Rathwa\***

### **Abstract**

Aim of the research is to find out the psychological Wellbeing among B. Ed College students, so investigator selected two groups one is male and other is female, both groups have 120 students. In each group has 60 male and other one groups has 60 female students. Data were collected from different collages of v.v.nagar city. Scale was use for data collection is personal datasheet and psychological Wellbeing scale developed by Bhogale and Prakash (1995), 2x2 factorial design was used and data were analysis by ANOVA test. Result show, There is no significant difference between the Psychological Wellbeing among male and female B. Ed college student. There is no significant difference between the Psychological well-being among urban and rural B. Ed college student. There is no significant difference between the effect of contact on Psychological Wellbeing among type of sex and type of area of B. Ed college student.

### **Introduction**

The concept of well-being originated from Positive Psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvement in the lives of individuals. Positive Psychology has emerged from the problem of the west. Thus it may be inferred that knowledge is culturally conditioned.

Well-being is often defined as a sound economic disposition. A western study of relationship between having money, and life satisfaction revealed that between 1940's and Gujarat the year 2000, people needed more money to maintain, the same level of satisfaction. In other words one needed more money to stay happy in 2000 than in 1940's, with the requirement of money steadily increasing over the years. Another study proved that while the richest American measured 5.8 on satisfaction while the Slum dwellers of Kolkata measured 2.9 indicating again that satisfaction is not directly related to money per se. However, up to the income level of \$ 10,000 a correlation between money and satisfaction was found, beyond which addition in income did not contribute to wellbeing. Thus an economic criterion was found to have a limitation in predicting wellbeing.

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### **New Model of Well-being**

A good life involves engagement, satisfaction and purpose. According to the new model, concept of well-being refers to health, vitality, creativity, fulfilment and resilience. It refers to thriving and flourishing that involves mind, body, society and environment in general. Well-being refers to a harmonious interplay of cognitive and affective process rather than subjugating to them. In term of Indian terminology it refers to harmony of Indriyas, Chitta and Atma.

Pleasure relates to one aspect of well-being. Sukah, as is called in Sanskrit refers to 'Agreeable feelings' based on mind, self, sense organ objects and perception. According to Indian perspective 'Mineness' is the cause of 'Dukha'. The Hedonic perspective of well-being is 'Preyas' while the Eudemonic perspective refers to 'Shreyas'. True happiness lies in expression of virtue.

The question that logically follows from the above two perspective is whether pursuit of a goal per se is related to well-being? It has been found that pursuit of goal and the resultant success per se does not ensure happiness. On the other hand, a general, happy disposition leads to success.

Exploring into the causes of unhappiness it was found that, negative social comparison, inequitable reaction to equal losses and gain are some of the main causes.

When the reasons for unhappiness are identified, how do we mitigate them to reach well-being? What are the identified challenges to well-being?

Among the many, following are the few challenges:

- Imbalance of work and leisure.
- Life style related problem.
- The very approach of measuring development in terms of consumption.
- Competition, promoting individualism and egoism.
- Technology generated problems.
- Modern medicine and health related intervention and
- Lack of health related support system.
- The mainstream psychology identifies four dimensions well-being – viz. –
- Evolutionary
- Motivation and Developmental

The Indian perspective identifies four aspects, viz. the five elements, the person or Jeeva, the life or Ayu, and the health or Arogya. Well-being as per Indian perspective relates to well-being on physical, psychological and spiritual planes. The Indian approach to well-being refers to Maitri, Karuna, Mudita and Upeksha meaning Relatedness, Compassion, Pleasant disposition and avoidance of conflict. In other words well-being refers to uniting self with self by negating the ego. This in turn indicates that well-being is a combination of survival, wellbeing, freedom and identity.

### **Aims of the study:**

1. To study of the Psychological Wellbeing among male and female B. Ed college student.
2. To study the Psychological well-being among urban and rural B. Ed college student.
3. To study of the effect of interaction on Psychological Wellbeing among type of sex and type of area B. Ed college student.

### **Hypotheses:-**

1. There is no difference between the Psychological Wellbeing among male and female B. Ed college student.
2. There is no difference between the Psychological well-being among urban and rural B. Ed college student.
3. There is no interaction effect of the Psychological Wellbeing among type of sex and type of area of B. Ed college student.

### **Methodology**

#### **Sample**

Sample in this study consist of 120 subjects the sample were selected in different B. Ed colleges in V. V. Nagar. In survey of V. V. Nagar we had got the information about the boys and the girls staying in rural area and urban area. The students which were randomly selected in their 60 were rural area and 60 were urban area. From that 30 boys and 30 girls used to study by staying in rural area and the other 30 boys and 30 girls were used to study by staying urban area.

## **Tools used**

The following Tools were used in the present study

### **1. Personal datasheet:**

A personal datasheet developed by the investigator was used to collect information about type of sex and type of area of B. Ed college student.

### **2. Psychological well-being**

Psychological well-being questionnaire developed by Bhogale and Prakash (1995), was used to measure Psychological well-being. These are 28 sentences in this scale. All at the sentence had a two option “yes” or “no” belong two option can choose one option and marked by symbol (√). In positive sentence 1 point for yes and 0 point for no. and in negative sentence 1 point for no and 0 point for yes. The test – retest reliability coefficient is **0.72** and internal consistency coefficient is **0.84**. The author has reported satisfactory validity of the questionnaire.

### **Statistical Analysis:**

In this study ‘F’ test was used for statistical analysis.

### **Result and discussion:-**

*Summary of 2X2 analysis of variance based of Psychological well-being of B.ed college student with rasped to type of sex and type of area.*

*TABLE-1*

*(N=120)*

Source of variance	Sum of square	df	Mean sum of square	F
(A) sex	0.41	1	0.41	0.02 NS
(B) area	52.01	1	52.01	2.40NS
(AXB)Sex X area	33.07	1	33.07	1.52 NS
SSW(Error)	2518.50	116	21.71	
SST	2603.99	119		

NS = Not Significant

- *Mean score of difference of mean of Psychological well-being of B.ed college student with respect of type of sex and type of area.*

**TABLE 2**

*(N=120)*

Independent variable	N	Mean	Diff.
Male A1	60	20.92	1.32
Female A2	60	19.6	
UrbanB1	60	20.32	0.3
Rural B2	60	20.2	

According to table No. 1 it is observed that “F” value of Psychological well-being of male and female B. Ed student is 0.02 which does not show any significant difference even at 0.05 levels. Looking at the table No.2 it can be seen mean score of Psychological well-being of male and female are 20.92 and 19.6. The difference between them is 1.32 from there result. It can be said there is no significant difference in Psychological well-being among male and female of B. Ed student and null hypothesis is accepted.

According to table No. 1 it is observed that “F” value of Psychological well-being of urban and rural B. Ed student is 2.40 which does not shows any significant difference even at 0.05 levels. Looking at the table No.2 it can be seen mean score of Psychological well-being of urban and rural are 20.32 and 20.2. The difference between them is 0.3 from there result. it can be said there is no significant difference in Psychological well-being among male and female of B. Ed student and null hypothesis is accepted.

According to table No. 1 it is observed that “F” value of Psychological well-being of sex and area of B. Ed student is 1.52 which does not shows any significant difference even at 0.05 levels. The mean value is due to uncertainty situation and its show minimum of size. There is no interaction effect between adult’s social class and sex on each other. So Null Hypothesis is accepted.

**Conclusion:**

1. There is no significant difference between the Psychological Well-being among male and female B. Ed college student.
2. There is no significant difference between the Psychological well-being among urban and rural B. Ed college student.
3. There is no significant difference between the effect of interaction on Psychological Well-being among type of sex and type of area of B. Ed college student.

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## A Comparative Study of Work Value among Married and Unmarried People

Mr. Ramesh O. Prajapati\*

### Abstract

Aim of the research is to find out the Work value among married and unmarried people. So investigator selected two groups one is married and other is unmarried persons, both groups have 200 persons. In one group has 113 married and other one group has 87 unmarried persons. The all subjects were randomly selected. Data were collected from Ahmadabad district. Scale was use for data collection is personal datasheet and Work value scale developed by super (1970) and this scale was translated into Gujarati by Jalawadiya (2002), and data were analysis by 't' test. Result show, There is no significant mean difference of Work value between married and unmarried persons. There is no significant difference of the Work value of joint and nuclear families. The high income persons work value is better than the low incomes.

### 1. Introduction:

Today in 21<sup>st</sup> century occupational field become very extensive because of promptly developed many industry and machinery and also progress many occupational field. There is especially a teacher, clerk, doctor, manager, engineer, bank employee, worker, nurses, etc. can be considered. Each occupation has unique importance. All above its important occupation field of doctors and bank employee. Because of doctors occupation is very important in social by the viewpoint of humanity and moral.

Doctors and bank employees have to doing his work very careful. Otherwise his small mistake can create big problem. So, doctors and bank employees have needs to take care of his physical and mental health. His mentality can be no effect on his work and patient.

If they can understand his work value and psychological well-being very well so than they doing his duty very effectively. Its maximum benefit goes to patient and consumer. When doctors and bank employees keep attractive, liking and positive emotion towards with his work than they to maintain his duty very effectively and when they thinking negative and dissatisfaction towards his work then they can't do his duty very well.

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In psychology to occur many research for to get information about human behavior in deeply. But is very insufficient research doing on work value, burnout and psychological well-being its effect on human behavior.

Work related value or work value is a special usage of the general concept value and may be defined as the conception of what is “preferable” from among “the alternative modes of conductor and states” with respects to ones work activity. (punekur, 1989).

According to Rokeach (1973) “A value is an enduring belief that a specific mood of conductor and state of existence is personally or socially preferable to an opposite or converse mode of conductor and state of existence.”

They contain a moral flavor in that they carry an individual’s ideas as to what is right, good or desirable. Spranger (1928) describes values as the basic interests or motives in the personality of an individual.

Perstonjee (1985) views value “as the worth or excellence or the degree of worth ascribed to an object or a class there of. He further opines that value is a standard or yards ticks to guide actions, attitudes, evaluations and justifications of the self and other.”

Richard Morris (1956) defines values as either individuals or commonly held conceptions of the desirable. Franz Adler (1956) sees them as learned components of personalities identifiable only as probabilities that particular behavior will occur in a variety of circumstances.

According to Anantharaman (1980) “Anything that satisfies a human need becomes their by a value.” value are considered, by some authors, as normative standards to judge and to choose among alternative modes of behavior (**Becker & Mcklintock, 1967; kluckhohn, 1952**).

According to Suar (1992) “value are desirable ideals located centrally within one’s belief system. These desirable ideals, therefore, determine what one ought to or ought not to do to activities they engage, in the professions they work, in the situation they live, in the objects they make or acquire and in the principal they accept or cultivate.”

According to Amsa and punekur (1985), work values are usually defined as the individually held conceptions of what is desirable with respect to the rewards (extrinsic or intrinsic) from their work activity.

According to super Donald (1968), work values constitute various aspects of work. On the same lines, dhar (1967), in a study of work values of adolescent boys, defined work value as the aspects of work which guide and influence adolescent behavior. In a similar fashion,

pestonjee (1985) define work value “as the worth or excellence ascribed to a particular aspect of work” in other words work values are value that pertained to the work situation and its concomitants.

Kalleberg (1977) says; work values represent the meaning that individuals attach to perceived job characteristics. He says, work may have a variety of meaning for individuals, work has no inherent meaning, but, rather individuals input such meaning to their work activity. One way to understand the variety of these meaning is to specify the range of gratification that are available from work in an industrial society and to assess the degree to which particular individuals value each of these dimensions. He further says “work values reflects the individual’s awareness of the conditions he seeks from the work situation and regulate his actions in pursuit of that condition.”

Mehta (1961) has defined the concept of values as ideas formed by each individuals worker as to how should he do his work. Jyoti verma (1985) has viewed work value “as a generalized preference where a person attached a sense of worth or excellence in doing his work well.”

All the above definitions of value also apply to work value but their applicability is limited to aspects of work. However, an attempt is being made to present a few important definitions of work value enunciated by different investigators, before embarking on the explanation of important definitions of work value it is useful to distinguish value as well as work value from other related concept that have been used previously in the literature for similar purposes.

## **2. Aims of the study:**

1. To study of the Work value among married and unmarried person’s.
2. To study of the Work value among joint and nuclear families.
3. To study of the Work value among low and high income of families.

## **3. Hypothesis:**

1. There is no significant difference between the Work value of married and unmarried person’s.
2. There is no significant difference between the Work value of joint and nuclear families.
3. There is no significant difference between the Work value of low and high income of families.

#### **4. Methodology:**

##### **Sample:**

1. For this study 200 samples selected from Ahmedabad city. The sample was taken as per following schedule:
2. Total no. of sample – 200
3. Person's of the sample – residential doctors and bank employee.
4. Marital status of sample – married and unmarried.
5. Family type of sample – joint and nuclear.
6. Economic status of sample – low and high income of family.
7. Sampling method – Randomly selected

##### **Tools used:**

The following tools were used in the present study:

##### **Personal Data sheet:**

This personal data sheet, the information about marital status, Types of family and family income were collected. In this research following tools are used:

##### **Work value scale:**

Work value inventory developed by super (1970) and this scale was translated into Gujarati by Jalawadiya (2002). This scale used to measure 15 work values of person. These are 45 items in this scale. All at the items had a five option. "Very importance", "importance", "general importance", "low importance" and "nothing importance" belong five option can choose any one option and marked by number (5, 4, 3, 2, 1) In this scale there are 45 total items and three-three items for each and every work value. Sayper find out the reliability of every work value by deference types of test and he find that the reliability point 'between' 0.78 to 0.94 of every work value.

##### **Statistical Analysis:**

In this study 't' test was used for statistical analysis.

## 5. Result and Discussion:

**Table no.1**

*Means, SD sand 't' value of Work value with reference married and unmarried person 's.*

*(N=200)*

Marital status	n	Mean	SD	t	Sign. Level
Married	113	162.18	22.12	0.37	NS
Unmarried	87	164.15	27.76		

### ❖ Work value with reference marital status (married and unmarried).

Null hypothesis HO.No.1 was constructed to get information whether any significant difference between works value of married and unmarried person.

### HO.1:- There is no difference between the work value of married and unmarried person.

It can be observed the table no. 1 that mean scores with reference work value of married and unmarried person were 162.18 and 164.15. The difference between “t” values is 0.37. That “t” value is not significant at 0.05 levels. It can be seen the table no 1 there was no more difference between mean of two group. So, null hypothesis 1 is accepted. And the result shows there is negligible difference between married and unmarried person on their work value.

**Table no 2**

*Means, SDs and 't' value of Work value with reference joint and nuclear family.*

*(N=200)*

Types of family	N	Mean	SD	t	Sign. Level
Joint family	89	161.94	22.64	0.75	NS
Nuclear family	111	164.54	26.24		

### ❖ Work value with reference types of family (joint and nuclear family).

Null hypothesis HO.No.2 was constructed to get information whether any significant difference between works value of joint and nuclear family.

**HO.2:- There is no difference between the work value of joint and nuclear family.**

It can be observed the table no. 2 that mean scores with reference work value of joint and nuclear family were 161.94 and 164.54. The difference between “t” values is 0.75. That “t” value is not significant at 0.05 levels. It can be seen the table no 2 there was no more difference between mean of two group. So, null hypothesis 2 is accepted. And the result shows there is negligible difference between joint and nuclear family on their work value

**Table no 3**

*Means, SDs and ‘t’ value of Work value with reference low and high income.*

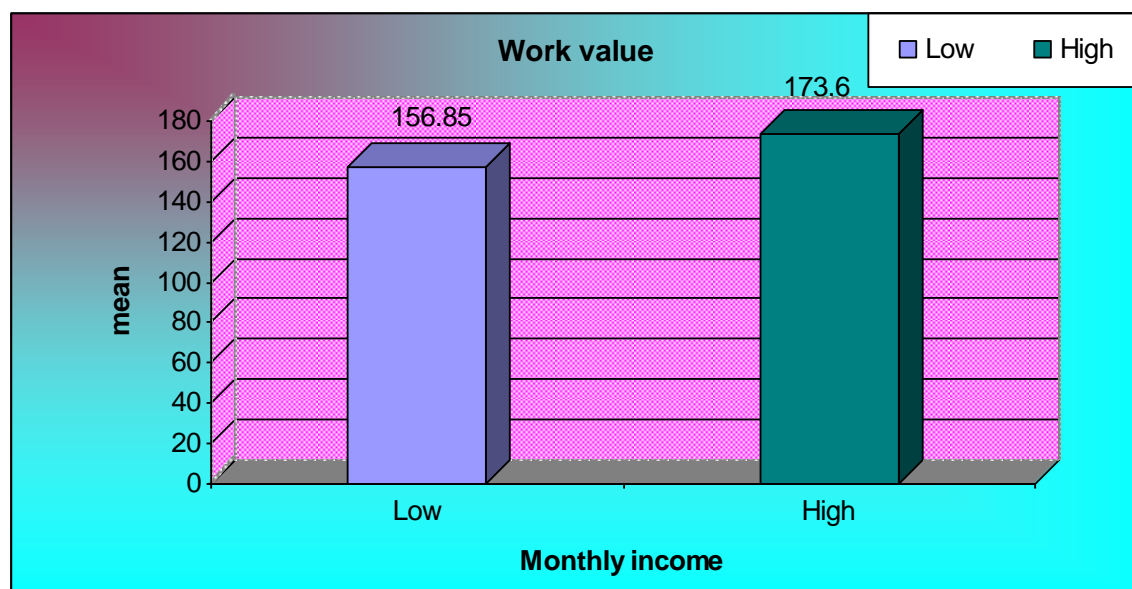
*(N=200)*

Monthly income	n	Mean	SD	t	Sign. Level
Low	122	156.85	21.88	4.18	**
High	78	173.60	25.46		

❖ **Work value with reference monthly income (low and high).**

Null hypothesis HO.No.3 was constructed to get information whether any significant difference between works value of low and high income.

**Mean of Work value with reference to monthly income of persons.**



**HO.3:- There is no difference between the work value of low and high income.**

It can be observed the table no. 3 that mean scores with reference work value of low and high income were 156.85 and 173.60. The difference between “t” values is 3 That “t” value is significant at 0.01 levels. It can be seen the table no 3 there was more difference between mean of two group. So, null hypothesis 3 is rejected. And the result shows there is wide difference between low and high income on their work value.

**6. Conclusion:**

There is no significant difference between the Work value of married and unmarried person's. There is no significant difference between the Work value of joint and nuclear families. The high income people's work value is better than the low incomes.

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## Self-Concept of HIV Positive & Negative Tribal and Non-Tribal Women

Mr. Ankit P. Patel\*

**Abstract:** - The presents study was held in area of Panchmahal district. Aim of the study is to measure the difference of AIDS positive & negative tribal and non-tribal women and self-concept. 80 women were selected randomly from Godhra' Civil hospital and Local area. In which 20 tribal and 20 Non-Tribals from AIDS positive and tribal and 20 non-tribal AIDS negative women. For present study "Mental Health Battery" (MHB) of Arunkumar Singh and Alpna Sen Gupta was used. From this battery only 15 items were selected (related to self-concept) for the research.

For this comparison's t test was used. Result is that there is a no significant difference in self-concept of women.

### Keyword

Self-Concept, HIV, Women

### Introduction

The present study deals with self-concept of Aids positive and negative women. Psychologists Carl Rogers and Abraham Maslow were the first to establish the notion of self-concept. According to Rogers, everyone strives to reach an "ideal self". Rogers also hypothesized that psychologically healthy people actively move away from roles created by others' expectations, and instead look within themselves for validation. On the other hand, neurotic people have "self-concepts that do not match their experiences...They are afraid to accept their own experiences as valid, so they distort them, either to protect themselves or to win approval from others."

The self-categorization theory developed by John Turner states that the self-concept consists of at least two "levels": a personal identity and a social one. In other words, one's self-evaluation relies on self-perceptions and how others perceive them. Self-concept can alternate rapidly between the personal and social identity. Children and adolescents begin integrating social identity into their own self-concept in elementary school by assessing their position among peers. By age 5, acceptance from peers has a significant impact on children's self-concept, affecting their behavior and academic success.

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### **HIV AIDS and Women**

**Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome (HIV/AIDS)** is a disease of the human immune system caused by infection with human immunodeficiency virus (HIV). During the initial infection, a person may experience a brief period of influenza-like illness. This is typically followed by a prolonged period without symptoms. As the illness progresses, it interferes more and more with the immune system, making the person much more likely to get infections, including opportunistic infections and tumors that do not usually affect people who have working immune systems. HIV is transmitted primarily via unprotected sexual intercourse (including anal and even oral sex), contaminated blood transfusions, hypodermic needles, and from mother to child during pregnancy, delivery, or breastfeeding. Some bodily fluids, such as saliva and tears, do not transmit HIV. Prevention of HIV infection, primarily through safe sex and needle-exchange programs, is a key strategy to control the spread of the disease. There is no cure or vaccine; however, antiretroviral treatment can slow the course of the disease and may lead to a near-normal life expectancy. While antiretroviral treatment reduces the risk of death and complications from the disease, these medications are expensive and may be associated with side effects.

*Summary: Women also experience HIV associated gynecologic problems many of which occur in uninfected women but with less frequency or severity.*

**Document Detail:** Around the world, women now make up half of all people living with HIV, the human immunodeficiency virus (im-myoo-no-duh-fish-in-see), and AIDS, acquired immunodeficiency syndrome.

In the U.S., more than 25 percent of new infections are in women. Women of color are especially impacted by the disease. HIV/AIDS is the leading cause of death for African American women aged 25 to 34.

Although most of the cases reported early in the epidemic were men, it was not long before AIDS in women was identified. Women contracted the disease primarily by sex with bisexual men or infected drug-using men or through sharing contaminated needles with infected injection drug users (IDUs). The proportion of all AIDS cases that were women and adolescent girls (aged >13 years) increased from 8% in 1986 to 26% in 2001.

The first symptoms of HIV infection are very much the same in men and women, although they may be more pronounced in women. They are similar to those of other acute viral

illnesses: fever, joint pain, muscle ache, diarrhea, vomiting and lymphadenopathy. Weight loss, sore throat, rash and oral ulcers are also common.

Women also experience HIV-associated gynecologic problems, many of which occur in uninfected women but with less frequency or severity.

Vaginal yeast infections, common and easily treated in most women, often are particularly persistent and difficult to treat in HIV-infected women. Other vaginal infections may occur more frequently and with greater severity in HIV-infected women, including bacterial vaginosis and common STIs such as gonorrhea, 60 hlamydia, and trichomoniasis.

Severe herpes simplex virus ulcerations, which are sometimes unresponsive to therapy with the standard drug acyclovir, can severely compromise a woman's quality of life. Idiopathic genital ulcers, with no evidence of an infectious organism or cancerous cells in the lesion, are a unique manifestation of HIV infection.

HIV infections, which cause genital warts and can lead to cervical cancer, occur more frequently in HIV-infected women. A precancerous condition associated with HPV, called cervical dysplasia, is also more common and more severe in HIV-infected women and more apt to recur after treatment. PID appears to be more common and more aggressive in HIV-infected women than in uninfected women. Menstrual irregularities frequently are reported by HIV-infected women too.

Women whose HIV infections are detected early and receive appropriate treatment survive as long as HIV-infected men. Although several studies have shown HIV-infected women to have shorter survival times than men, this may be because women are less likely than men to be diagnosed early.

In an analysis of several studies involving more than 4,500 people with HIV infection, women were 33 percent more likely than men to die within the study period. The investigators could not definitively identify the reasons for excess mortality among women in this study, but they speculated that poorer access to or use of health care resources among HIV-infected women as compared to men, domestic violence, homelessness, and lack of social supports may have been important factors.

### **Review of literature**

Research from 1997, inspired by the differences in self-concept across cultures, suggested that men tend to be more independent, while women tend to be more interdependent. A study from

1999 showed that, while men and women do not differ in terms of independence or interdependence, they differ in their types of interdependence. Women utilize relational interdependence (identifying more with one-to-one relationships or small cliques), while men utilize collective interdependence (defining themselves within the contexts of large groups).

Gender differences in interdependent environments appear in early childhood: by age 3, boys and girls choose same-sex play partners, maintaining their preferences until late elementary school. Boys and girls become involved in different social interactions and relationships. Girls tend to prefer one-on-one (dyadic) interaction, forming tight, intimate bonds, while boys prefer group activities. One study in particular found that boys performed almost twice as well in groups than in pairs, whereas girls did not show such a difference.

Girls are more likely to wait their turn to speak, agree with others, and acknowledge the contributions of others. Boys, on the other hand, build larger group relationships based on shared interests and activities. Boys are more likely to threaten, boast, and call names, suggesting the importance of dominance and hierarchy in groups of male friends. In mixed-sex pairs, girls were more likely to passively watch a male partner play, and boys were more likely to be unresponsive to what their female partners were saying. The social characteristics of boys and girls tend to carry over later in life as they become men and women [6].

### **Objectives**

1. Main aim of this study is to know about the AIDS positive and negative women's self concept regarding their mental health.
2. To study and compare the self concept of AIDS positive tribal and non tribal women.
3. To study and compare the self concept of AIDS negative tribal and non tribal women.
4. To study self concept of AIDS positive and negative women from tribal group.
5. To study self concept of AIDS positive and negative women from non tribal group.
6. To know the difference between self concept of tribal and non tribal women.
7. Message to whole society that all AIDS positive women patients require more sympathy, co-operation, attention, love and care.

### Variable

Name of variable	Nature of variable
Self Concept <sup>1</sup>	IV
Groups <sup>2</sup>	DV
Present Life style <sup>3</sup>	IV
Area <sup>4</sup>	CV
Cast <sup>5</sup>	CV

1- Factor of mental health, 2- AIDS positive and negative women, 3- CIVIL hospital and local area from Panchmahal, 5- Cast mean tribal and non-Tribal women.

[IV= Independent variable, DV= dependent variable, CV= Control variable]

*\*Note: Other variables are not defined here, because it is a matter of long discussion.*

### **Sampling**

<b>*Sample of the study</b>				
Area	Cast	Sub total	Groups	Total
Civil hospital	Tribal women	20	APW	40
	Non-Tribal women	20		
Local area	Tribal women	20	ANW	40
	Non-Tribal women	20		
Total	--	80	--	80

*\* The sample for the study comprises of 80 women of AIDS positive and negative residing in Panchmahal district.*

### **Research Design**

For present study "MENTALHEALTH BATTERY" (MHB) of Arunkumar Singh and Alpna Sen Gupta was used. From this battery only 15 items were selected (related to self-concept) for the research. 80 women selected randomly from Panchmahal district area. In this research two groups selected, (1) APW (AIDS Positive Women) and (2) ANW (AIDS Negative Women). In which 20 tribal and 20 non-tribal women are from APW group and 20 tribal and 20 non-tribal women are from ANW group. Thus data of 80 women was collected from godhra' civil hospital and Local area.

After that according to MHB analysis were done. t test was applied for all sample.

## Result and Interpretation

Present study is to define self-concept of AIDS positive and negative tribal and non-tribal women in Panchmahal, Guj. Following tables clearly indicts self-concept of women. Table wise discussion is also done here.

**Table no. 1; AIDS positive Women (Tribal and non-Tribal)**

Groups	N	Mean	SD	SEM	T	Level
Tribal	20	6.50	2.52	0.56	0.2735	NS
Non-Tribal	20	6.30	2.08	0.47		0.01

df=38, sed=0.731

There is no difference in self-concept of AIDS positive women. Why? The common cause is there, life media, internet, better education, counseling, level of dictation, etc.

**Table no. 2; AIDS negative Women (Tribal and non-Tribal)**

Groups	N	Mean	SD	SEM	T	Level
Tribal	20	6.80	2.50	0.56	1.0281	NS
Non-Tribal	20	7.65	2.72	0.61		0.01

df=38, sed= 0.827

This table indicates equal level of self-concept in both the groups. There is no any difference in between opposite cast, means this research is with the society and mordent generation that AIDS negative tribal and non-tribal women are similar in all manner.

**Table no. 3; AIDS positive and negative Women (Tribal)**

Groups	N	Mean	SD	SEM	T	Level
APW	20	6.50	2.52	0.56	0.3773	NS
ANW	20	6.80	2.50	0.56		0.01

df=38, sed=0.795

All the AIDS positive and negative tribal women of Panchmahal district have the same type of self-concept, which is mention in this table.

**Table no. 4; AIDS positive and negative Women (non-Tribal)**

Groups	N	Mean	SD	SEM	T	Level
APW	20	6.30	2.08	0.47	1.7633	NS
ANW	20	7.65	2.72	0.67		0.01

df= 38, sed= 0.766



AIDS positive and negative non-tribal women of Panchmahal district area have similar self-concept. These all reality show in particular table.

**Table no. 5; AIDS positive and negative Women (all over)**

Groups	N	Mean	SD	SEM	T	Level
APW	40	6.40	2.28	0.36	1.5021	NS
ANW	40	7.23	2.62	0.41		0.05

df= 78, sed= 0.549

Analysis of this table is also not significant difference. Women of AIDS positive and AIDS negative are similar in self-concept.

**Table no. 6; Tribal and non-Tribal women (all over)**

Groups	N	Mean	SD	SEM	t	Level
Tribal	40.	6.65	2.49	0.39	0.5846	NS
Non-Tribal	40	6.98	2.49	0.39		0.05

df=78, sed=0.556

Table six means that tribal and non-tribal women have the equal self-concept level.

### **Conclusions**

1. There is no significant difference on self concept of aids positive tribal and non tribal women.
2. There is no significant difference on self concept of aids negative tribal and non tribal women.
3. There is no significant difference on self concept of aids positive and negative tribal women.
4. There is no significant difference on self concept of aids positive and negative non tribal women.
5. There is no significant difference on self concept of aids positive and negative women.
6. There is no significant difference on self concept of tribal and non tribal women.

### **Significance of research**

This research work is successful, because everywhere in the Gujarat, the government has introduced batter education, batter counseling, and batter medical services in every areas of Gujarat state. All the government policy is linked with each other by many academic, cultural and many foundation programs.

Due to this kind of similar self-concept in Panchmahal district areas are equal.

### **Suggestions**

- A research project may be undertaken to compare mental health factors of aids positive and negative male and female.
- A similar study can be done with the student of engineering and medical students.
- A similar study can be performed on international basis.
- Self concept can be measured by many other Indian areas, religious, etc.
- I request the whole society to behave in good manner with all aids positive persons.

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### **Charts**

**Chart no. 1; AIDS positive Women (Tribal and non-Tribal)**

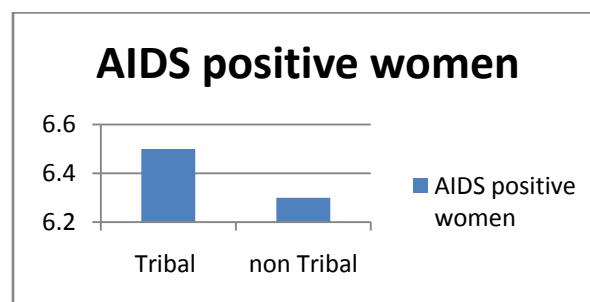


Chart no. 2; AIDS negative Women (Tribal and non-Tribal)

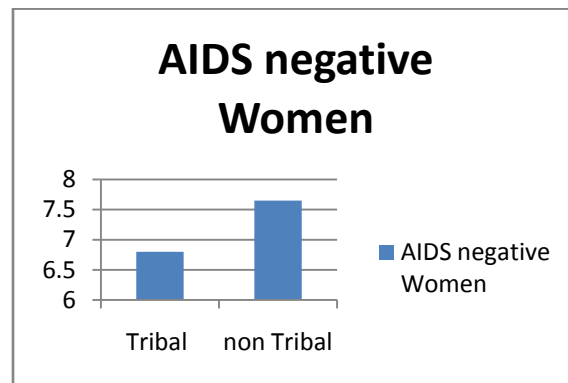


Chart no. 3; AIDS positive and negative Women (Tribal)

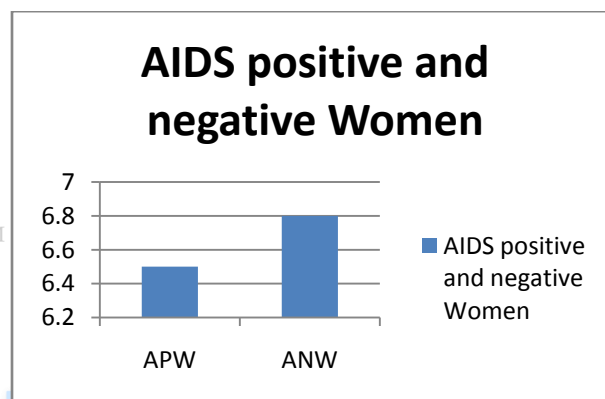


Chart no. 4; AIDS positive and negative Women (non-Tribal)

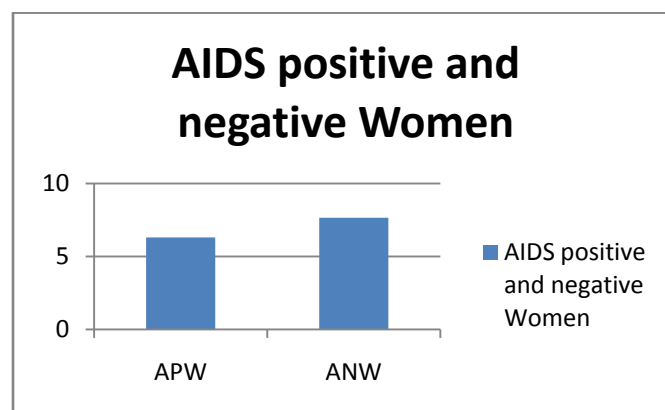


Chart no. 5; AIDS positive and negative Women (all over)

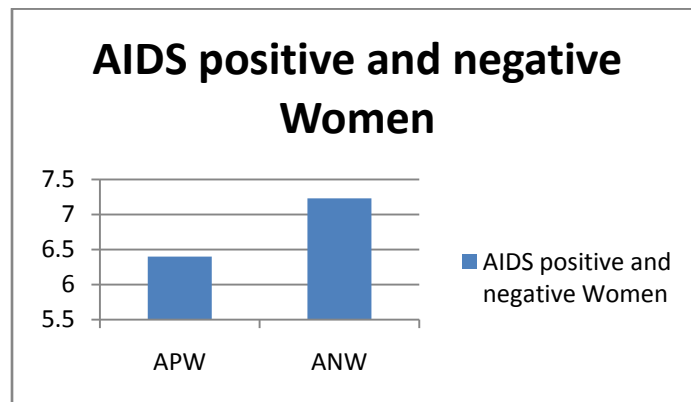
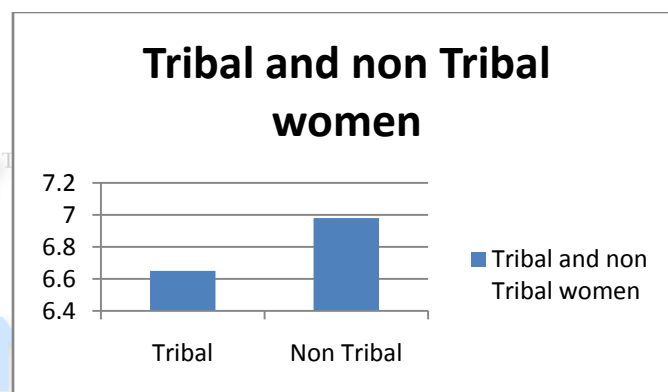


Chart no. 6; Tribal and non-Tribal women (all over)



## Emotional Maturity and Insecurity among School Teachers

**Ms. Rinku Mathews\***

### **Abstract**

Emotional Maturity implies controlling your motions rather than letting your emotions get the better of you. Your emotional maturity depicts your capacity to manage and to check your emotions, to evaluate others' emotional state and to persuade their judgment and actions. A person's emotional maturity is very much influenced by his/ her relationship history. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well do you tackle any relationship, is a major discernible factor to check your level of emotional maturity.

### **Emotion:-**

Emotion is a state of special readiness for emergency action. It involves a changes in the activity of the organs circulationincorporation and so on. It also involves a change in mental activity and often a change in voluntary activity.

Emotion has many values in our lives. It gives us extra power in physical emergencies. It provides a drive, a forcing in to action that is often very worthwhile. Emotion gives quality and color to our living moreover, mild present emotion seems to be good for us physically.

Emotions, when strong, tend to disrupt our thinking. What is more, they are often a poor guide to action. We are apt to do something we shouldn't if we follow our emotions blindly. Emotions can make us slaves to other people. An unscrupulous person can rouse our emotions, connect the action and if we want with those emotions and we will do what we want rather than what our own good judgment might tell us to do.

### **Maturity:-**

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the 'Genital level' and 'object-interest', recent emphasis on the conflict between the regressive, dependents, productive forces in the personality has directed interest toward the more detailed mature of maturity.

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### **Nature of Maturity:-**

- One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic, dependence of the fetus to the relative independence, of parent, with parental capacity for spouse and child.
- Intimately bound-up with the organism's development from parasitism on the mother to relative independence from the parents is its increased capacity for responsibility and productivity and its decreased receptive needs Children learn to control their hostilities, their sexuality and other impulses, and to develop the orientations of maturity largely through the incentive of being loved.
- Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.
- Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.
- Hostile aggressiveness, using the term to include all sorts of anger, hate cruelty and belligerency, is always a sign of emotional irritation or threat.
- Another important attribute of maturity is a firm sense of reality.
- Another characteristic of maturity is flexibility and adaptability.

### **Emotional Maturity:-**

One outcome of healthy emotional development is increasing “emotional maturity should be regarded as relative, not final or absolute. The process of maturing emotionally is never complete for a person in fairly good health mentally continues to grow more “miller” in his attitude toward life and toward himself as long as he lives. When we say that a major aim of a good educational program is to help earners to gain in emotional maturity, what we mean is not the achievement of a certain and product that can be graded or rated on graduation day, but rather seeking to help the child in a process of development that continues long after most people leave school.

According to this view, the emotionally mature person is able to keep a lid on his feelings. He can suffer in silence .He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When a person expresses his emotion he does it feelings. He should have considerable tolerance for frustration and so on.



“Mature” emotional behavior at any level of growth is that which most fully reflect the fruit of healthy development in all the interacting aspect of the person’s development.

Emotional maturity present in an individual should take an account of the full scope of the individual power, capacity, and ability to use and enjoy them.

Emotional maturity means that the realized his potential for richness of living and has development has the capacity to enjoy thing, to relate himself to others, to live and to laugh or to show fear when there is occasion to be frightened.

Maturity is the stage attained by the process of growth and development and body change resulting from heredity rather than learning. The term maturity is used to describe behavioral or physical changes which emerge as the human grows older. It is still through by some psychologist that the development of much behavior may be maturational.

Maturity refers to the growth of an organism that is determined primarily by genetic factors and occurs more or less independently of learning... These built in maturational processes provide the potentials for the orderly progression of development, but these potentials can be realized only under favorable environmental conditions. Although a person’s a growth will be shaped in different ways in different cultures, certain characteristic trends can be seen in any society, primitive or advanced.

According to GESELL (1956), PIAGET (1970) there are 7 psychological conditions that foster healthy development to be wanted, to be born healthy, to live in a healthy environment, to satisfaction of basic needs, to continuous loving care, to appropriate treatment for psychological and behavioral problems and difficulties, to a acquire to intellectual, emotional and social skills necessary to cope effectively in our society.

In the present circumstances, children, youth, and adults all are facing problems and difficulties in life and work. These conditions are giving rise to several psychosomatic problems such as anxiety, tension, conflicts, pressures, frustrations, strains and stresses and emotional upsets and disturbances, so the study of emotional development deals with interplay of biological, psychosocial and socio-cultural forces. Actually, emotional maturity is not only the effective determinant of personality but it also helps to control the growth and development of the person. The concept ‘mature emotional behavior’ at any stage of development reflects the fruits of normal emotional development.

### **Controlling Our Emotions:**

Emotional maturity is, first of all, being in control of our emotions -having our reason give approval for our action rather than having only an emotional backing for it. Poise is an accompaniment of emotional maturity. The poised person is the one who is always in control of his emotion. No awkward situation brings him embarrassment. He is never overeager, ever effusive, overmodest. Most of us, when thrown publicly in to a situation which we don't know how to meet at the moment are apt to respond to it with some sort of emotional disruption, often with that of embarrassment. The poised person in contrast, has had enough variety in his experiences to learn to hang on to himself emotionally no matter what confronts him, no matter what demands are made on him.

### **Making Proper Use of Our Emotions:**

Emotional maturity is, in the secondly place, making proper use of our emotions as the basis for action. It is true that mild emotion does give an added sense of well-being and for reason there is some justice in allowing the mild pleasant emotions to suffuse us just for the pleasure they give us in themselves. Such emotions are conducive to good health. Generally speaking, however, our emotional energy should not be the kind that burns and turns to ashes, but it should rather be the kind that burns and flows in to action. In the emotionally immature person, emotion too often gives just heat and not energy. Such a person may be filled with sympathy for the slum dwellers in his city, but he won't use that energy for action. He may be highly indignant over corruption in politics, but his emotions while burn without giving any value.

### **Being Aware of Our Emotions:**

Emotional maturity is, in the third place being conscious of whether or not we are acting on the basis of emotion or thought of feeling or thinking. We may be depressed and discouraged and life may look hopeless to us: Yet, if we can be aware that it is emotion which is giving our whole situation its unpleasant tone and if we can then look at the facts realistically, we may find much that is comforting and encouraging. We may accept every idea that a radio commentator sets forth; yet, if we study the reasons for this acceptance, we may find that we have given him an emotional allegiance which has put us in a highly receptive mood. If we divorce our thinking from that emotion, we may find many of his ideas unacceptable the light of our intelligence. We may say about something difficult: 'I can't do it: It may be only fear of the unknown that is

speaking. If we recognize the emotion and discount it, we can see the situation, more clearly and we may find that it is something we can do with no great trouble. We may vote in class election with a sense of having made our choice with good judgment. In reality we may be acting only as our feelings of liking and disliking dictate and without any great intelligence at all. We should be aware of this fact so that we can do better the next time. It is highly important that we always be aware of the part that emotion is playing in our allegiances, our actions, our judgments; for only when we know that, can we make sure that our divisions are intelligent and based on experience.

### **Proper Balance and Fullness:**

Emotional maturity is, finally having the proper balance and fullness in our emotional life there are people who have an excess of emotion in one area or another. Some lavish it freely without judgment. They are as awe-stricken by an unusual magazine cover as by the Grand Canyon; they are as sympathetic towards a dog that is hungry as toward a child who is starving, they are as hurt by some one's failing to speak to them as by losing a learn friend. Some people let one emotion pervade all of their living one person is constantly filled with fear of one sort or another; one is excessively loyal toward her own family or her own friends; one is too quick to become angry; one is too easily depressed or too easily elated.

In contrast, there are people who are afraid of emotion and use too little of it they get no thrill from any kind of music. They are not exhilarated by any kind of natural beauty. Such as sunrise, sunset, storm or sunshine, red maples in autumn, new green in spring etc. Everything, literally, leaves them cold. Perhaps most serious is the fact that they feel little warmth toward people and know little of the joy of giving and often of receiving affection.

Some people seem to be more emotional than others of course we cannot depend upon appearances always, because convention decrees that we keep a calm and unruffled exterior no matter what is boiling up inside. Still it is true that, as with all human traits, we find all variations in emotionality, from the cold person who varies seldom departs from his ordinary calm to the person who is always reacting to everything with a rush of feeling.

### **Insecurity:-**

Insecurity is characterized by the loss of emotional stability or self-confidence. Suffers perceive themselves to be unloved, inadequate or lacking self-worth. Insecurity can lead to psychological problem or over-compensatory behavior such as bullying or aggression.

Insecurity is a feeling of general unease or nervousness that may be triggered by perceiving of oneself to be vulnerable in some way or a sense of vulnerability or harm or instability which threaten one's self-image or ego.

A person suffering from insecurity lacks confidence in their own value, and one or more of their capabilities, lacks trust in them or has fears that a present positive state is temporary and which will let them down and cause them loss by going wrong in the future. This is a common trait which only differs in the people's degree.

Insecurity is not objective evaluation of one's ability but an emotional interpretation is when two people with the same capacities may have entirely different level of insecurity. There are many factors which contribute to the development of insecurity like shyness, paranoia and social withdrawal and in some cases it may lead to compensatory behaviors such as arrogance, regressions or bullying.

It is a true fact that the majorities of the human beings are emotional and have the capacity to be hurt, but emotional insecurity could merely be a difference in awareness. Insecurity affects the several levels of it which nearly causes some degree of isolation to an insecure person who always try to withdraw from other people to some extent.

The greater the insecurity, the higher the degree of isolation becomes. The insecurity is often rooted in a person's childhood years. As insecurity can often be accompanied by a controlling personality type or avoidance as psychological defense mechanism.

Insecurity can be overcome but it takes time, patience and a gradual realization that one's own worth is purely a matter of perspective. While insecurity follows from concerns relating to objective reality and this is not a necessity, but more a tendency.

### **Causes of Insecurity:-**

Insecurity affects people in a number of ways either during specific situations or in everyday life. Some people find that in the workplace they feel secure but in social situations they feel uncomfortable. In some cases, insecurity can completely cripple an individual leading to low self-worth.

Some insecurity is natural and can act as a warning sign when faced with risky situations. Severe insecurity is often the result of a traumatic experience, abuse or neglect during childhood. Some people become insecure after a bereavement or loss. The overriding cause of insecurity is

typically due to low self-esteem. Strong feelings of fear about everyday situations and activities can be extremely limiting causing a vicious cycle that is difficult to break.

#### **Five Causes of Insecurity:**

- Continual sense of not being accepted. When we grow up thinking no one truly likes us, lack of confidence and shyness can easily develop and carry on into adulthood.
- Personal tragedy such as a broken home, the sudden death of a close family member or a job loss can trigger this feeling.
- Poor reflection of the physical body. Self-esteem can be damaged due to body shape, weight, hair loss, skin marks, height or other physical traits. A sense of shame and self-consciousness can infiltrate daily life.
- Feeling less important in comparison to others. For example, comparing intelligence, looks, wealth, achievements, education, or anything else that could create self-doubt.
- A Failure-in-Life attitude. A severe setback in a personal relationship, career, or health could have devastating effects to someone's self-image.

#### **Signs of Insecurity**

Security is something, which is desired by everyone. That is why it is important for all of us to be comfortable with ourselves. A secure person is more likely to achieve success, have meaningful relationships and be respected by others. On the contrary, insecure people find it very difficult to manage things in every aspect of their lives. Though it is impossible to be completely free of doubt, one should try to be confident of him. For this, keep checking yourself to eliminate any signs of insecurity that might creep in. if you want to know what are signs of an insecure person, read on.

#### **Signs of Insecure Person**

- An insecure person becomes overly selfish. He tries to surround himself with possessions, accolades and attention.
- An insecure person becomes overly accommodating and tries to gain other people's approval.
- Insecure people tend to be very defensive and cannot handle criticism. They are not comfortable with their own-self.
- Insecure people can't enjoy silence and they try to fill it with unnecessary chatter.

- Excessive joking is also a mechanism for coping with insecurity. An insecure person craves for other people's attention, which is achieved when other people laugh at their jokes. However, this leads to insensitivity towards others.
- Insecure people are self-promoting and constantly talk about themselves. They need validation from other people for their actions and qualities.
- Insecure people are even threatened by others and therefore by bullying they try to crush their opinion.
- Insecure people tend to be overly authoritative as they tend to compensate for their lack of confidence by taking out their frustrations on their subordinates.
- Over competitiveness is also a sign of insecurity. They are scared of losing and so they always keep themselves at the edge.
- Being materialistic also shows that person is insecure because he feels that by acquiring material wealth and showing it off he will be able to gain people's attention and acknowledgement.
- Over jealousy is yet another sign of insecure people as they lack trust in their partners. This is visible in constant questioning, mistrust and altercations with the members of the opposite sex.
- Insecure people even become abusive if they fail to control their partners.
- Overly sexual behavior also portrays insecurity as the person treats his or her sexuality as a crutch to get other's attention.

### **Symptoms of Insecurity**

Insecurity can have a variety of associated symptoms which are usually signs of other conditions such as anxiety. Symptoms can be physical, emotional and psychological and may include:

- Self-doubt
- Indecisiveness
- Obsessing
- Low self-esteem
- Jealousy
- Increased heart rate
- Dependency
- Being defensive
- Materialistic
- Overly authoritative
- Overly competitive



**Negative Effect of an Insecure People:-**

Have difficulties in establishing healthy, long-lasting relationships.

- Become victims of fears that impair their freedom of action or choice. Be candidates for paranoia feeling others are out to get them. Scare others away from them by their defensive attitude. Be perceived incorrectly by others as being snobbish or uppity
- Be over-controlled emotionally, having problems letting others in on their emotions. This can lead others to guess what is going on until the passivity of the insecure person leads to an over-reaction by the others, resulting in conflict or rejection.
- Have problems on the job or in school when they have the knowledge, skills and abilities to do a task efficiently but are told to do it in a different, less effective manner.
- They get so uptight about the job and are fearful of standing up for what they believe that they get angry, hostile and resentful until they either quit or succeed in submerging their emotions.
- Get passed over for promotions, advances or honors because they are so quiet about what it is they do. This leads the insecure persons to feel more unaccepted, unappreciated and under-valued.
- Have problems meeting people and often can become debilitated socially by chronic shyness.
- Become so inward that they seek to escape into their fantasy life rather than deal with the reality of their lives.

**Problem Statement:-**

*“Emotional Maturity and Insecurity among Schools Teachers”*

**Objectives of the Study:-**

- To study the emotional maturity and insecurity of school teachers.
- To study the emotional maturity and insecurity of fix payment teachers.
- To study the emotional maturity and insecurity of permanent payment teachers.
- To study the emotional maturity and insecurity of male fix payment teacher.
- To study the emotional maturity and insecurity of male permanent payment teacher.
- To study the emotional maturity and insecurity female fix payment teacher.
- To study the emotional maturity and insecurity female permanent payment teacher.

**Variables:-**

**Independent Variable:-**

**Sex**

A1 male

A2 female.

**Pay**

B1 fix payment

B2 permanent payment.

**Dependent Variable:-**

- Emotional maturity and Insecurity

**Control Variable:-**

School Teachers of V.V. Nagar, Anand

**Hypothesis:-**

It is a fact that hypothesis in any research work is very important without hypothesis researches would go astray:-

- There will be no significant difference between male and female in emotional maturity.
- There will be no significant difference between male and female in emotional un-stability.
- There will be no significant difference between male and female in emotional regression.
- There will be no significant difference between male and female in social maladjustment.
- There will be no significant difference between male and female in personality disintegration.
- There will be no significant difference between male and female in lack of 5 independence.
- There will be no significant difference between male and female in insecurity.
- There will be no significant difference between male and female in insecurity un-stability.
- There will be no significant difference between male and female in insecurity regression.
- There will be no significant difference between male and female in social maladjustment.
- There will be no significant difference between male and female in personality disintegration.
- There will be no significant difference between male and female in lack of independence.

**Sample:-**

The sample will be of 100 different schools from v.v.nagar, Anand.V&C Patel School, T.V Patel School, I.B. Patel School.

**Research Design:-**

This research will be adopted 2x2 factorial design

	MALE(A1)	FEMALE(A2)	TOTAL
FIX(B1)	25	25	50
PERMANENT(B2)	25	25	50
TOTAL			100

**Tools:-**

Insecurity questionnaire by dr.g.c.pati, mental health institute, scb medical college, Cuttack (Orissa). Emotional maturity questionnaire by dr. Yashvir singh and dr. Mahesh bhargava.

**Insecurity:-**

Ins questionnaire constructed and standardized by DR. G.C Pate, mental health institute, SCB Medical college, Cuttack (ORISSA). The score of insecurity is when a person put a tick mark (✓) on "yes", then the score will be 0. And when a person put a cross mark (×) on "no", then the score will be 1 respectively. The validity co-efficient  $R = .717$  and a high test-retest reliability (reliability co-efficient  $r = .92$  respectively).

**Emotional Maturity**

**Table no 1.1: Showing the result of mean difference in fixed payment in respect to Emotional un-stability.**

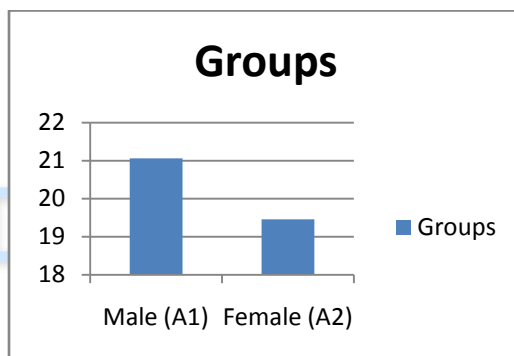
A1-A2 1		
t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	21.06	19.46
Variance	28.22082	27.80449
Observations	50	50
Pearson Correlation	-0.18096	
Hypothesized Mean Difference	0	
Df	49	
t Stat	1.390902	
P(T<=t) one-tail	0.08527	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.170539	
t Critical two-tail	2.009575	

**Table No 1.1.1: Showing the mean difference in fixed payment in respect to Emotional un-stability.**

Groups	Mean	SD	df	t-value
Male (A1)	21.06	5.31	49	1.390902
Female (A2)	19.46	5.28		

The t value is 1.390902. As shown in the table the mean of groups male (A1) is 21.06 and female (A2) are 19.46. There is no significant difference between male and female in emotional maturity. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to Emotional un-stability in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.1: Showing the mean difference in fixed payment in respect to Emotional un-stability.**



**Table no 1.2: Showing the result of mean difference in fixed payment in respect to emotional regression**

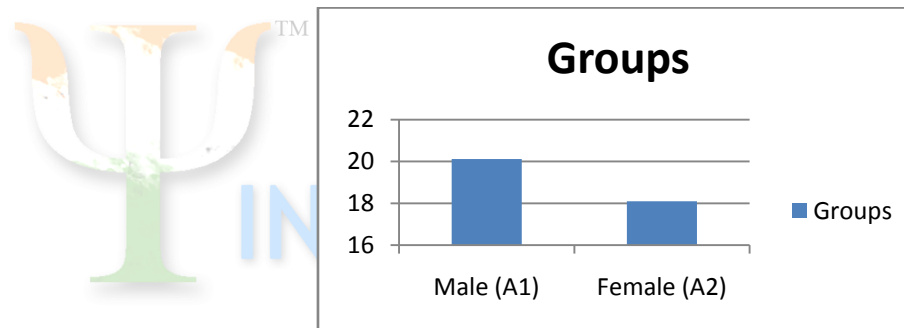
t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	20.12	18.1
Variance	65.12816	38.90816
Observations	50	50
Pearson Correlation	0.028947	
Hypothesized Mean Difference	0	
df	49	
t Stat	1.420409	
P(T<=t) one-tail	0.08091	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.161821	
t Critical two-tail	2.009575	

**Table No: 1.1.2** showing the mean difference in fixed payment in respect to emotional regression

Groups	Mean	SD	df	t-value
Male (A1)	20.12	8.07	49	1.420409
Female (A2)	18.1	6.24		

The t value is 1.420409. As shown in the table the mean of groups male (A1) is 21.12 and female (A2) is 18.1. There is no significant difference between male and female in fixed payment in respect to emotional regression. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to emotional regression in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.2:** Showing the mean difference in fixed payment in respect to emotional regression.



**Table no 1.3:** Showing the result of mean difference in fixed payment in respect to social maladjustment

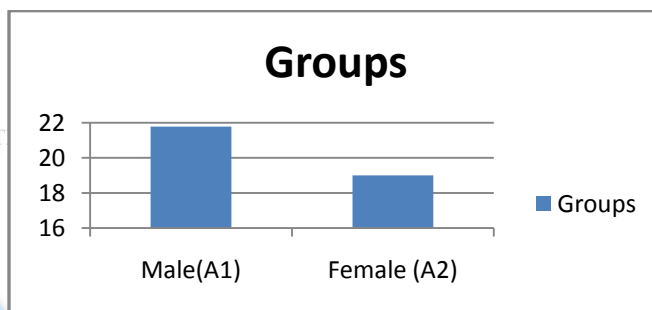
t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	21.78	19
Variance	39.11388	26.61224
Observations	50	50
Pearson Correlation	-0.17838	
Hypothesized Mean Difference	0	
Df	49	
t Stat	2.236758	
P(T<=t) one-tail	0.014943	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.029886	
t Critical two-tail	2.009575	

**Table No: 1.1.3 showing the mean difference in fixed payment in respect to social maladjustment**

Groups	Mean	SD	df	t-value
Male (A1)	21.78	6.25	49	2.236750
Female (A2)	19	5.16		

The t- value is 2.236750. As shown in the table the mean of group's male (A1) is 21.78 and female (A2) is 19. There is no significant difference between male and female in **social maladjustment**. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to social **maladjustment** in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.3: Showing the mean difference in fixed payment in respect to social maladjustment.**



**Table No: 1.1.4 showing the result of means difference in fixed payment in respect to personality disintegration.**

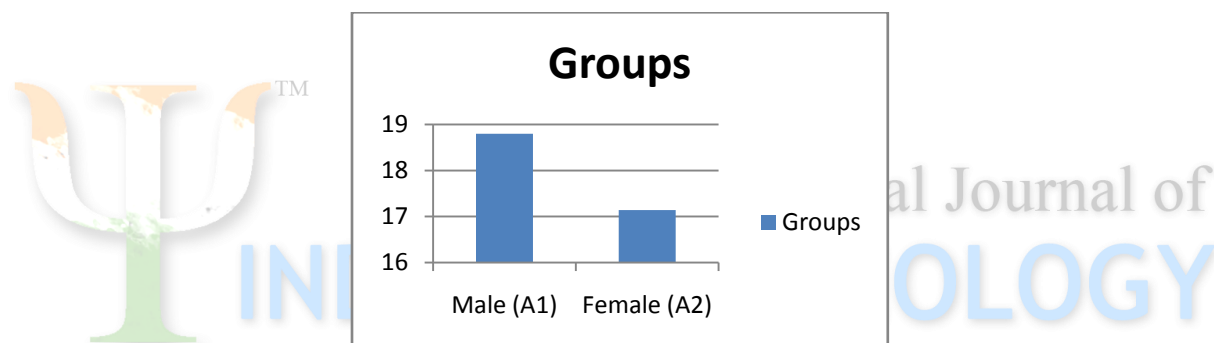
A1-A2 4		
t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	18.8	17.14
Variance	39.7551	35.79633
Observations	50	50
Pearson Correlation	-0.06092	
Hypothesized Mean Difference	0	
Df	49	
t Stat	1.311138	
P(T<=t) one-tail	0.097961	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.195922	
t Critical two-tail	2.009575	

**Table No: 1.1.4** showing the mean difference in fixed payment in respect to personality disintegration.

Groups	Mean	SD	df	t-value
Male (A1)	18.8	6.31	49	1.311138
Female (A2)	17.14	5.98		

The t- value is 1.311138. As shown in the table the mean of group's male (A1) is 18.8 and female (A2) is 17.14. There is no significant difference between male and female in personality disintegration. Therefore the hypothesis stating "There will be no significant difference in the level of fixed payment in respect to personality disintegration in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.4: Showing the mean difference in fixed payment in respect to personality disintegration.**



**Table No: 1.1.5** showing the result of means difference in fixed payment in respect to lack of independence.

A1-A2 5		
	Variable 1	Variable 2
Mean	17.18	16.54
Variance	27.3751	27.68204
Observations	50	50
Pearson Correlation	-0.0555	
Hypothesized Mean Difference	0	
Df	49	
t Stat	0.593649	
P(T<=t) one-tail	0.277739	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.555478	
t Critical two-tail	2.009575	

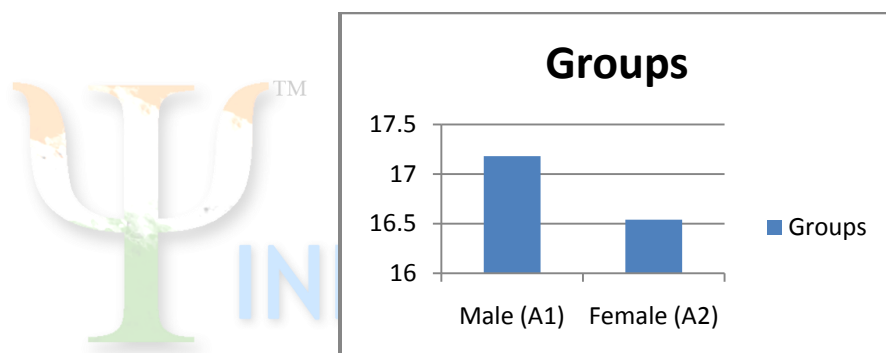


**Table No: 1.1.5** showing the mean difference in fixed payment in respect to lack of independence.

Groups	Mean	SD	df	t-value
Male (A1)	17.18	5.19	49	0.593649
Female (A2)	16.54	5.17		

The t- value is 0.593649. As shown in the table the mean of group's male (A1) is 17.18 and female (A2) is 16.54. There is no significant difference between male and female in fixed payment in respect to lack of independence. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to lack of independence in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.5: Showing the mean difference in fixed payment in respect to lack of independence.**



**Table No: 1.1.6** showing the result of mean difference in fixed payment in respect to Emotional maturity.

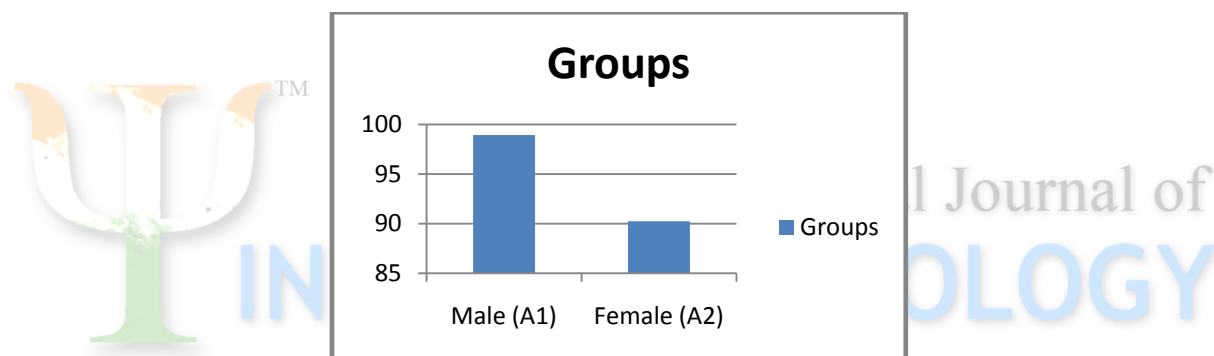
A1-A2 6		
	Variable 1	Variable 2
Mean	98.94	90.24
Variance	682.0167	510.0637
Observations	50	50
Pearson Correlation	-0.08323	
Hypothesized Mean Difference	0	
Df	49	
t Stat	1.712641	
P(T<=t) one-tail	0.04655	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.093101	
t Critical two-tail	2.009575	

**Table No 1.1.6: Showing the mean difference in fixed payment in respect to Emotional maturity.**

Groups	Mean	SD	df	t-value
Male (A1)	98.94	26.35	49	1.712641
Female(A2)	90.24	22.42		

The t- value is 1.712641. As shown in the table the mean groups male (A1) is 98.94 and female (A2) is 90.24. There is significant difference between male and female in Emotional maturity. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to lack of independence in between male and female is accepted. Here the mean of (A1) is little bit higher than mean of (A2).

**Chat No 1.1.6: Showing the mean difference in fixed payment in respect to Emotional maturity.**



**Table No: 1.1.7 showing the result of means difference in fixed payment in respect to Insecurity.**

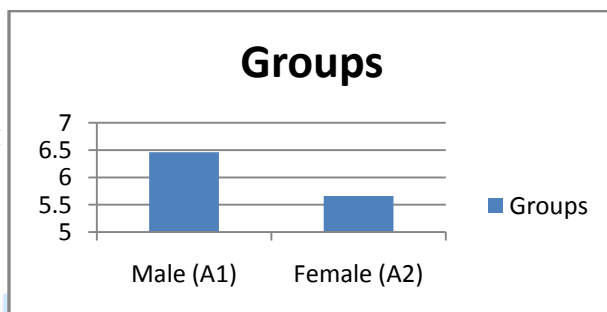
A1-A2 7		
	Variable 1	Variable 2
Mean	6.46	5.66
Variance	7.069796	7.616735
Observations	50	50
Pearson Correlation	0.085713	
Hypothesized Mean Difference	0	
Df	49	
t Stat	1.54369	
P(T<=t) one-tail	0.064549	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.129098	
t Critical two-tail	2.009575	

**Table No: 1.1.7 showing the result of means difference in fixed payment in respect to Insecurity.**

Groups	Mean	SD	df	t-value
Male (A1)	6.46	2.68	49	1.54369
Female (A2)	5.66	2.76		

The t- value is 1.54369. As shown in the table the mean groups male (A1) is 6.46 and female (A2) is 5.66. There is no significant difference between male and female in **Insecurity**. Therefore the hypothesis stating “There will be no significant difference in the level of fixed payment in respect to **Insecurity** in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2). SD value of A1 is 2.68 and A2 is 2.76 and the value of df is 49.

**Chat No 1.1.7: Showing the mean difference in fixed payment in respect to Insecurity.**



**Insecurity**

**Table no 2.1: Showing the result of mean difference in permanent payment in respect to Emotional un-stability.**

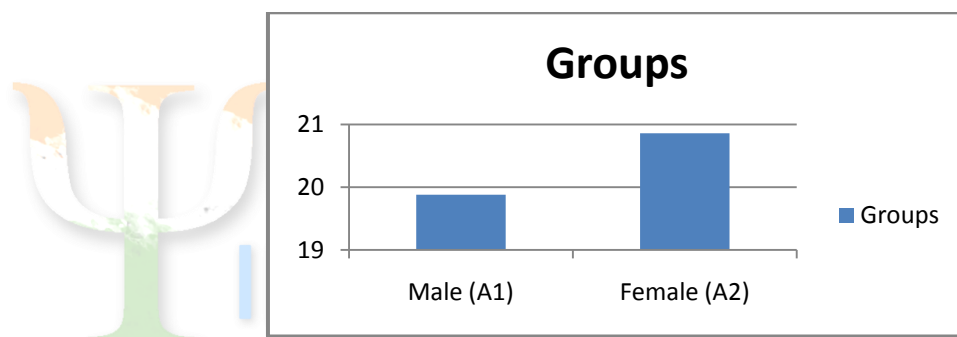
B1-B2 1		
	Variable 1	Variable 2
Mean	19.88	20.86
Variance	25.65878	32.16367
Observations	50	50
Pearson Correlation	-0.10787	
Hypothesized Mean Difference	0	
Df	49	
t Stat	-0.86607	
P(T<=t) one-tail	0.195336	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.390672	
t Critical two-tail	2.009575	

**Table no 2.1.1: Showing the mean difference in permanent payment in respect to Emotional un-stability.**

Groups	Mean	SD	df	t-value
Male (A1)	19.88	5.22	49	-0.86607
Female (A2)	20.86	5.48		

The t value is -0.86607. As shown in the table the mean of group's male (A1) is 19.88 and female (A2) are 20.86. There is no significant difference between male and female in Emotional un-stability. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Emotional un-stability in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.1: Showing the mean difference in permanent payment in respect to Emotional un-stability.**



**Table no 2.2: Showing the result of mean difference in permanent payment in respect to Emotional regression.**

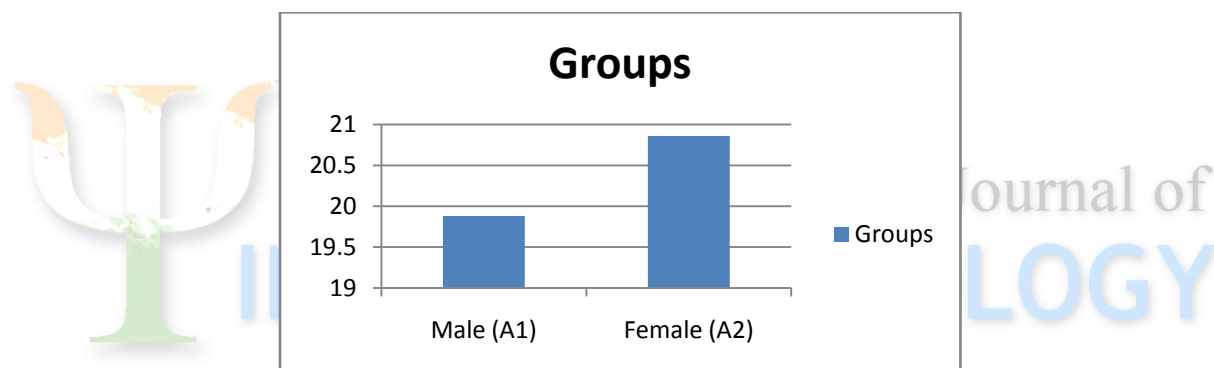
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	18.7	19.52
Variance	46.62245	59.15265
Observations	50	50
Pearson Correlation	-0.15241	
Hypothesized Mean Difference	0	
df	49	
t Stat	-0.52542	
P(T<=t) one-tail	0.300831	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.601662	
t Critical two-tail	2.009575	

**Table no 2.1.2: Showing the mean difference in permanent payment in respect to Emotional regression.**

Groups	Mean	SD	df	t-value
Male (A1)	19.88	6.96	49	-0.86607
Female (A2)	20.86	7.75		

The t value is -0.86607. As shown in the table the mean of group's male (A1) is 19.88 and female (A2) are 20.86. There is no significant difference between male and female in Emotional regression. Therefore the hypothesis stating “There will be no significant difference in the level of permanent payment in respect to Emotional regression in between male and female is accepted. Here mean of (A1) is little bit higher than mean of (A2).

**Chat No 2.1.2: Showing the mean difference in permanent payment in respect to Emotional regression.**



**Table no 2.3: Showing the result of mean difference in permanent payment in respect to Social maladjustment.**

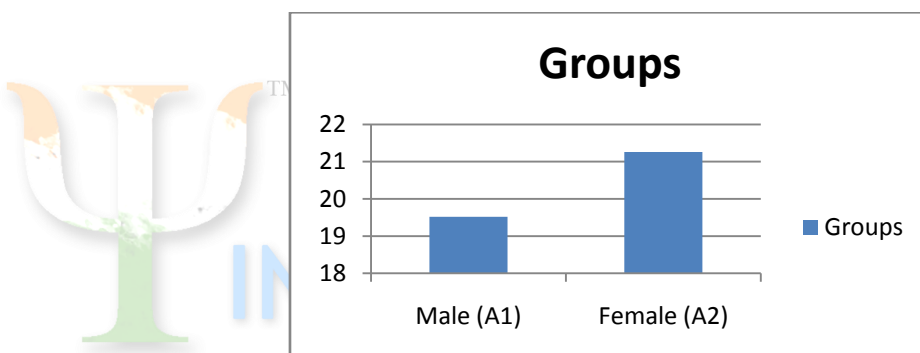
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	19.52	21.26
Variance	26.98939	41.1351
Observations	50	50
Pearson Correlation	-0.01578	
Hypothesized Mean Difference	0	
df	49	
t Stat	-1.4793	
P(T<=t) one-tail	0.07273	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.14546	
t Critical two-tail	2.009575	

**Table no 2.1.3: Showing the mean difference in permanent payment in respect to Social maladjustment.**

Groups	Mean	SD	df	t-value
Male (A1)	19.52	5.31	49	-1.4793
Female (A2)	21.26	6.50		

The t value is -1.4793. As shown in the table the mean of group's male (A1) is 19.52 and female (A2) are 21.26. There is no significant difference between male and female in Emotional regression. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Emotional regression in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.3: Showing the mean difference in permanent payment in respect to Social maladjustment.**



**Table no 2.4: Showing the result of mean difference in permanent payment in respect to Personality disintegration.**

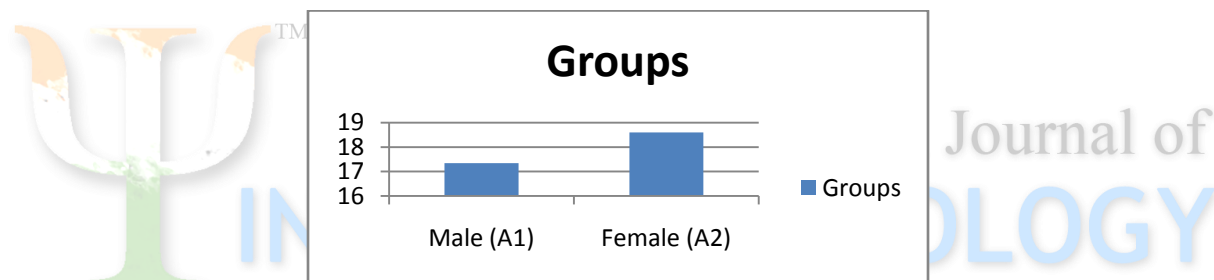
B1-B2 4		
	Variable 1	Variable 2
Mean	17.34	18.6
Variance	35.90245	40.2449
Observations	50	50
Pearson Correlation	-0.02749	
Hypothesized Mean Difference	0	
Df	49	
t Stat	-1.00728	
P(T<=t) one-tail	0.159375	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.31875	
t Critical two-tail	2.009575	

**Table no 2.1.4: Showing the mean difference in permanent payment in respect to Personality disintegration.**

Groups	Mean	SD	df	t-value
Male (A1)	17.34	6.10	49	-1.00728
Female (A2)	18.6	6.44		

The t value is -1.00728. As shown in the table the mean of group's male (A1) is 17.34 and female (A2) are 18.6. There is no significant difference between male and female in Personality disintegration. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Personality disintegration in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.4: Showing the mean difference in permanent payment in respect to Personality disintegration.**



**Table no 2.5: Showing the result of mean difference in permanent payment in respect to Lack of independence**

B1-B2 5		
	Variable 1	Variable 2
Mean	16.1	17.62
Variance	24.37755	29.7098
Observations	50	50
Pearson Correlation	-0.07136	
Hypothesized Mean Difference	0	
Df	49	
t Stat	-1.41216	
P(T<=t) one-tail	0.082111	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.164223	
t Critical two-tail	2.009575	

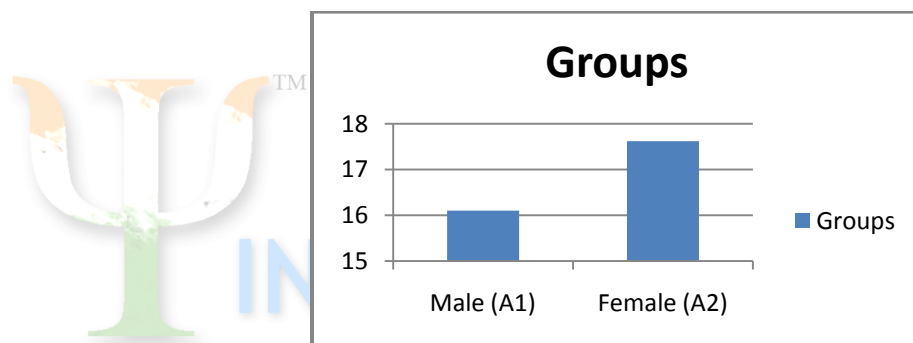


**Table no 2.1.5: Showing the mean difference in permanent payment in respect to Lack of independence.**

Groups	Mean	SD	df	t-value
Male (A1)	16.1	4.90	49	-1.41216
Female (A2)	17.62	5.48		

The t value is -1.41216. As shown in the table the mean of group's male (A1) is 16.1 and female (A2) are 17.62. There is no significant difference between male and female in Personality disintegration. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Lack of independence in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.5: Showing the mean difference in permanent payment in respect to Lack of independence.**



**Table no 2.6: Showing the result of mean difference in permanent payment in respect to Emotional maturity.**

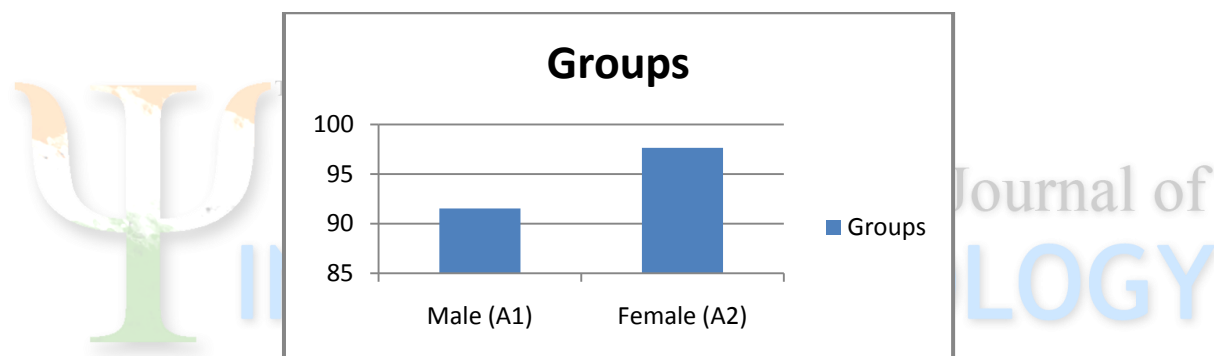
B1-B2 6		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	91.54	97.64
Variance	576.131	635.582
Observations	50	50
Pearson Correlation	-0.07984	
Hypothesized Mean Difference	0	
df	49	
t Stat	-1.19249	
P(T<=t) one-tail	0.119406	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.238812	
t Critical two-tail	2.009575	

**Table no 2.1.6: Showing the mean difference in permanent payment in respect to Emotional maturity.**

Groups	Mean	SD	df	t-value
Male (A1)	91.54	24.39	49	-1.19249
Female (A2)	97.64	25.36		

The t value is -1.19249. As shown in the table the mean of group's male (A1) is 91.54 and female (A2) are 97.64. There is no significant difference between male and female in Personality disintegration. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Emotional maturity in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.6: Showing the mean difference in permanent payment in respect to Emotional maturity.**



**Table no 2.7: Showing the result of mean difference in permanent payment in respect to Insecurity.**

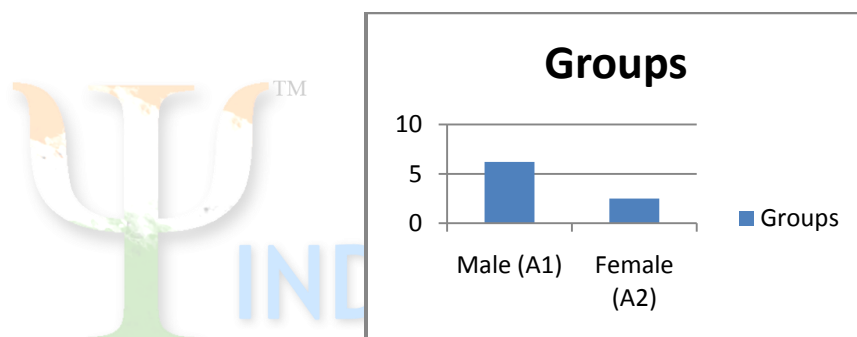
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	6.2	5.92
Variance	9.632653	5.340408
Observations	50	50
Pearson Correlation	-0.03187	
Hypothesized Mean Difference	0	
df	49	
t Stat	0.504031	
P(T<=t) one-tail	0.308249	
t Critical one-tail	1.676551	
P(T<=t) two-tail	0.616498	
t Critical two-tail	2.009575	

**Table no 2.1.7: Showing the mean difference in permanent payment in respect to Insecurity.**

Groups	Mean	SD	df	t-value
Male (A1)	6.2	3.15	49	-0.504031
Female (A2)	5.92	2.37		

The t value is -0.50431. As shown in the table the mean of group's male (A1) is 6.2 and female (A2) are 5.92. There is no significant difference between male and female in Personality disintegration. Therefore the hypothesis stating "There will be no significant difference in the level of permanent payment in respect to Insecurity in between male and female is accepted. Here mean of (A1) is little bit lower than mean of (A2).

**Chat No 2.1.7: Showing the mean difference in permanent payment in respect to Emotional maturity.**



### Conclusion:

Here in this investigation researcher found that there is no significant difference between male and female in emotional un-stability. Also found that there no significant difference between male and female in emotional regression. Here investigator found that no significant difference between male and female in social maladjustment and there no significant difference between male and female in insecurity.

### Suggestions:

- Following are some suggestion of vital importance for further research related in this field.
- The study covered the sample only from Anand district; further research could be conducted on other wider population may provide richer and more valuable information.
- Further investigation may be undertaken to see the effect of education and personality of subjects.
- Any other statistical techniques can be also used on the same sample.

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## Emotional Intelligence of Graduate Students

Mr. Anil A Maniya \*

Mr. Ajay J Chauhan\*\*

### Abstract

The present study about of emotional Intelligence Level of Arts and Commerce Students. Total 40 students were selected randomly Anand district area's colleges. In which 20 students (10 males and 10 females) from Arts faculties and also 20 students (10 male and 10 females) from commerce faculty. After analysis was done according to key for the comparison of difference group 't' test was calculated.

### Introduction

Emotions process an important position in human life, Emotion is a daily experience encored in daily human life. Internal changes occurred in body of a person during situation of emotion. External expression of emotional is also occurred along with it. Emotions are connected as a part of our daily life. Emotional factor is stayed (remained) in our every activity and experience. Emotions are also happened as internal situation and inspired to of our behavior. Life without emotion becomes without interest, dry, without sentiments and just like a cold marrow us situation. Emotions make our life interested, live and enthusiastic. On the other side, it can bring destroying, friction and bitterness also in our life.

### Definitions of Emotion

1. *'Emotion means dismayed position of total nervous system.'*

- Wood worth and mark Wish

2. *'Emotion means excessive activity of nervous system.'*

- Linds

3. *'Emotion is an acute experience disturbing total nervous system which is experienced by everyone.'*

- Crow & Crow

4. *'Physical dismayance or disturbing situation occurring in body.'*

- An applicable definition

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### **Meaning of Emotions**

The word 'emotion' is come down from the latin word 'Emovere'. Its meaning is dismaying or disturbing. Some psychologists identified emotion as sentimental situation of feeling to light mental situation like happy and sorrow.

In view of physical metabolism the central factor of emotion is strife (dualism) of sleep and anxiety. In anxiety physical metabolism is at peak. In sleeping position sentiment and activity both are at lowest level. In this way sleep and anxiety are two extreme borders of emotional life.

### **Nature of Emotion:-**

Following four matters (things) are main to make clear form of emotion.

1. Mental experience of emotion.
2. External expression at the time of emotion.
3. Internal changes occurred during emotion.
4. Inspiration gained by emotion.

### **Physical changes during emotion**

Internal physical changes which occur during emotion can be divided into following six kinds:-

1. Change in rate of blood circulation
2. Change in rate of digestion
3. Change in rate of respiration.
4. Change in rate of intra-gland liquids.
5. Galvanic skin response.
6. Other changes.

### **Contribution of Automated Nervous System during Emotional Process.**

There are two different systems in automated nervous systems but both are supplementary to each other.

1. Compassions nervous system.
2. Un-capacious (depending) nervous system.

### **Objectives:**

1. To know the difference between the emotional intelligence level of male and female students.
2. To know about the emotional intelligence level of Arts and Commerce students.



3. To know the difference between the emotional intelligence level of male and female from Arts group.
4. To know the difference between the emotional intelligence level of male and female from Commerce group.

**Hypothesis:**

1. There is no difference of emotional intelligence level of Arts male and female.
2. There is no difference of emotional intelligence level of Commerce male and female.
3. There is no difference of emotional intelligence level of Arts and Commerce male students.
4. There is no difference of emotional intelligence level of Arts and Commerce female students.
5. There is no difference of emotional intelligence level of male and female students.

**Variable:**

*In present research following variables are shown in this table*

Name of Variable	Nature of Variable	Number of Variable
Two* Groups	IV	03
Emotional Intelligence	DV	04
Gender	IV	02

IV = Independent Variable, DV = Dependent Variable, \*Arts and Commerce

**Sampling:**

Group	Male	Female	Total
Arts	10	10	<b>20</b>
Commerce	10	10	<b>20</b>
-	-	-	-
Total	<b>20</b>	<b>20</b>	<b>40</b>

**Tools:**

In the presents studies for finding of emotional intelligence level on the Arts and commerce students the main objectives of this research. Percentage score presents study is for finding out the “EMOTIONAL INTELLIGENCE SCALE” (EIS) test used. Developed by Anukool Hyde, Sanjyot Pethe, Upinder Dhare (2001) (Translated in Gujarati by Rathod, 2009)

### **Research Design:**

40 male and female students were selected randomly ANAND district area's local colleges. Students were divided in two groups. Group one 'Arts', in which 20 persons (10 male and 10 female). Number of two group 'commerce', in which 20 persons (10 males and 10 females). After collecting the data statistical analysis was done according to key for the comparison of different groups 't' test was calculated.

### **Results and Discussion:**

**Table no.1: Male and female from Arts group.**

Groups	N	Mean	SD	SEM	t	Level
Male	10	97.30	11.55	3.65	3.5993	NS
Female	10	115.60	11.19	3.54		0.01

- This table indicates no significant difference between male and female from Arts group. Females are more effective in emotional intelligence level.

**Table no.2: Male and female from Commerce group.**

Groups	N	Mean	SD	SEM	t	Level
Male	10	108	15.37	4.86	0.6971	NS
Female	10	113.60	20.23	6.40		0.01

- This table indicates no significant difference between male and female from Commerce group. Females are more effective in emotional intelligence level.

**Table no.3: Male from Arts and Commerce group.**

Groups	N	Mean	SD	SEM	t	Level
Male (A)	10	97.30	11.55	3.65	1.7601	NS
Male (C)	10	108	15.37	4.86		0.01

- This table indicates no significant difference between males from Arts and Commerce group. Commerce males are more effective in emotional intelligence level.

**Table no.4: Female from Arts and Commerce group.**

Groups	N	Mean	SD	SEM	t	Level
Female (A)	10	115.60	11.19	3.54	0.2736	NS
Female(C)	10	113.60	20.23	6.40		0.01

- This table indicates no significant difference between females from Arts and Commerce group. Arts females are more effective in emotional intelligence level.

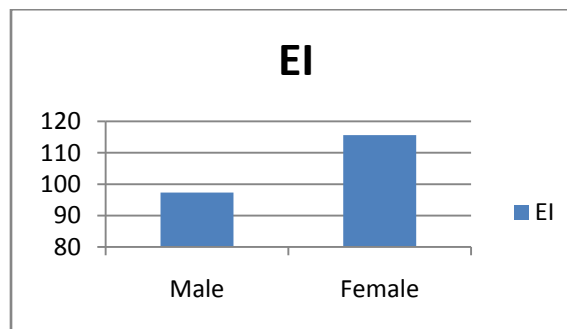
**Table no.5: All over male and female.**

Groups	N	Mean	SD	SEM	T	Level
Male	20	102.65	14.32	3.20	2.4936	NS
Female	20	114.60	15.94	3.56		0.01

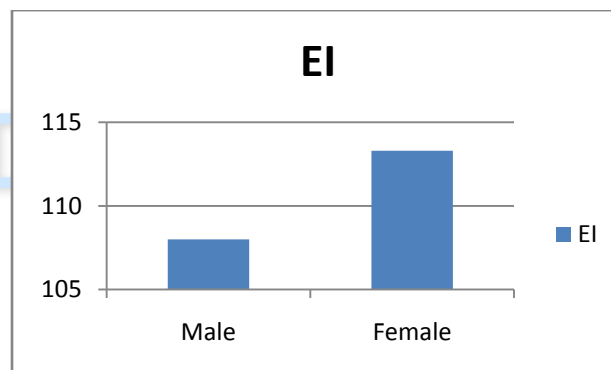
- This table indicates no significant difference between male and female all group. Females are more effective in emotional intelligence level.

### Charts:

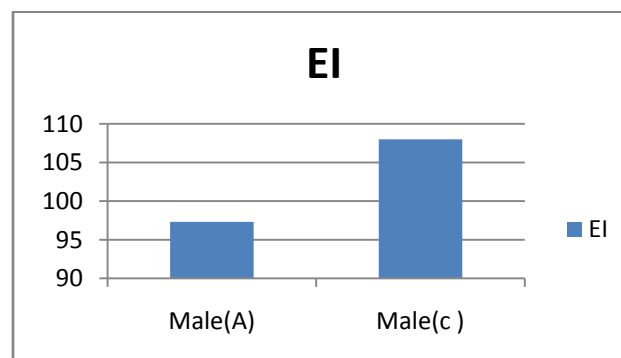
#### Male and female from Arts group.



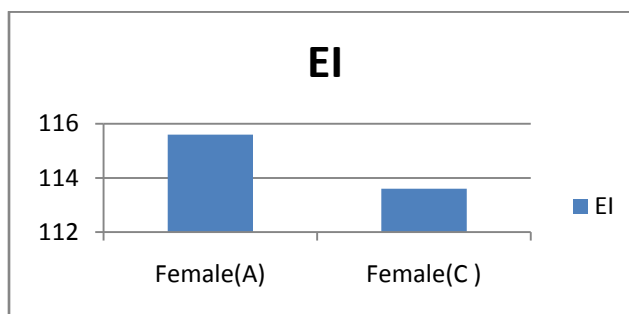
#### Male and female from Commerce group.



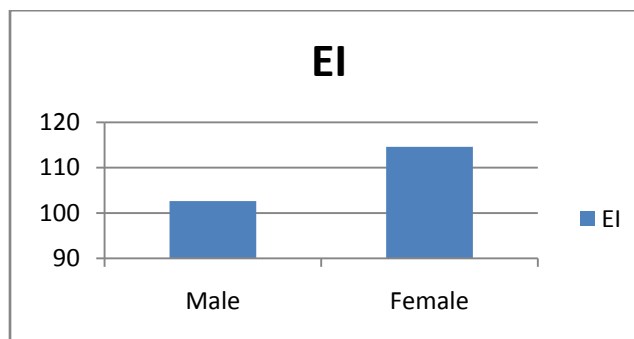
#### Male from Arts and Commerce group.



**Female from Arts and Commerce group.**



**All over male and female.**



**Interpretation of Tables and Testing of Hypothesis:**

- HO1: There is no significant effect of emotional intelligence level between male and female of Arts group. Tested t value is 3.5993 at 0.01 levels. So, we accepted of this null hypothesis.
- HO2: There is no significant effect of emotional intelligence level between male and female of Commerce group. Tested t value is 0.6971 at 0.01 levels. So, we accepted of this null hypothesis.
- HO3: There is no significant effect of emotional intelligence level between males of Arts and Commerce group. Tested t value is 1.7601 at 0.01 levels. So, we accepted of this null hypothesis.
- HO4: There is no significant effect of emotional intelligence level between female of Arts and Commerce group. Tested t value is 0.2736 at 0.01 levels. So, we accepted of this null hypothesis.
- HO5: There is no significant effect of emotional intelligence level between males and females. Tested t value is 2.4936 at 0.01 levels. So, we accepted of this null hypothesis.

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## A Comparative Study of Mental Health among Joint and Nuclear Family's Women

Ms. Archana P Ahir\*

### Abstract

The main purpose of this research is to find out the mean difference between joint family and nuclear family's women in mental health. The total sample size is 60 women were taken. The research tool for mental health measured by Dr. Jagdish and Dr. A. K. Srivastava. Here 't' test was applied to check the significance of mental health in joint and separate family's women. Result shows that significant difference between joint and separate family's women in mental health.

### Introduction :

'Mental health is the strength and hidden ability which keeps the human stable in the critical circumstances.' but in the present era, mental health of the person has been the burning problem because the ambition of the person has been raised. The people want to achieve the physical prosperity. The present era is the era of science and technology. The people have become aware of physical health. But in the attainment of physical prosperity, the people have been losing their mental health. If we want to create the total healthy atmosphere, we should think of mental health of the people of the society, because according to Bacon, "mind is the caption of the ship of body. So maintenance and care of mental health is very important.'

### Definitions:

*"Let us define mental health as the adjustment of human-beings to the world and to one another with a maximum of effectiveness and happiness."*

**- Karl Menninger**

*"Mental health means a proper study of the aspects which affects an individual or society coordination and also optimum use of the aspects of that study."*

**-Klein**

*"In individual view or societal view or in any kind of behavioral growth which requires a great strength to solve the problem is mental health."*

**-Hadley**

*"Mental health includes precautionary steps to prevent mental illness and through it growth can be seen in mental health."*

**-Walter J. Coville**

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As the development in human life has been increase, offensive nature could be seen increased. Thus, in the era of competitive and changing world, mental health and stability has become one of the most important questions. Many problems regarding economic, social, political, professional, violent incidents intoxicate medicines, rap, unemployment, strike drawer have become to be discussed whose answers are still an decided, because from people like intelligent, thoughtful and literate to people like in intelligent, non-thoughtful and illiterate have faith in Jogi, Jati, Bhuva, protection string, beliefs, bias and fanatics. So, with the reference to mental health, we are living still in Dark Age. Therefore, the people should be imported education. Mental health distorts when a person disobey the demand of super conscious mind. Because according to Cochin, "positive mental health is the key of person's cohesive development." The person who holds mental health keeps confidence on the self and accepts the self in factual conditions. The life of person has goal for the future.

According to our Indian tradition, joint family's concept is very important. One of the opinions is that and individual who lives in joint family, makes his works with co-operations with others in his family. And also they share their problems and happiness to one another. They share their responsibilities as well and this is how they live their life happily in this kind of atmosphere. Hence, in our country the concept of mental health is at its peak compared to the western countries.

But, in present time in India, the concept of joint family and nuclear (separate) family is increasing. One of the opinions says that in separate family the responsibilities also increase compared to joint family. At the same time he can make noticeable progress in life and he can have his individual decisions which are really important in one's life. Thus, all the problems, responsibilities, advantages, limitations of women are different in both kinds of families. Therefore, there is a noteworthy difference in mental health of women in both families.

Subhash Basu (2004) studies that the mental health problems of women, especially in the Indian context. As per World Health Organization (WHO) estimates, depression is expected to be the second largest contributor to disease burden by 2020, and with one in every three women worldwide being afflicted by common mental disorders including depression, the mental health of women is a serious issue indeed. While studying the psychological construct of mental health, we come to understand that it is deeply embedded within an individual's social and socioeconomic relationships. Since women worldwide and more so in India, face gender based



discrimination at every stage of their lives, their psychological well-being becomes a cause for great concern. This note attempts to explore the various risk and protective factors affecting the mental health of women. This note attempts to explore the various risk and protective factors affecting the mental health of women. Considering the gravity of the matter, urgent remedial measures such as understanding the underlying causes of psychological distress among women, adopting a gender-sensitive approach, working towards women's empowerment and formulating women-friendly health policies could work wonders for the mental health of Indian women.

Manisha Singh and Girish singh. 2006 The overall assessment in reveals that thought the subjective are normal in general, bat a substantial proportion is at risk of developing psychosocial stress generated problems that may affect their mental health. Modification in coping strategies and planned interventions are desirable.

**Objective:**

“To study the mental health of joint family and Nuclear family's women”

**Hypothesis:**

There is no significant difference between joint and separate family's women in mental health.

**Methodology:**

**Variable:**

**Independent variable:**

- A). Joint Family's women
- B). Separate Family's women

**Depended Variable:**

To get score of mental health among joint & separate family's women.

**Sample:**

The sample consisted of 60 (30 joint family and 30 separate family's women). Women the sample was selected by random method from Bhavnagar City.

**Tools:** In this research mental health questionnaires were used from the data collection constructed and standardized by Dr. Jagdish and Dr. A. K. Srivastava. The reliability is 0.73 and the validity is 0.54.

**Statistical Methodology:**

't' test was conducted as a statistical technique to find out the aim.

### **Result and Discussion:**

't' Ratio of mental health of joint and separate family's women.

Variable	(N)	Mean	SD	't' Value	Level of Significant
Joint family's women	30	166.3	21.74	4.89*	0.01
Separate family's Women	30	192.03	18.90		

**\* p<0.01**

The result of the present study indicates that there is clear difference between the joint and separate family's women. In terms of mental health according to near 166.30 is for the joint family's women and 192.03 is for separate family's women. The difference clearly justifies that joint family's women are under more mental stress in comparison.

To draw the comparison between the two, I have used 't' method is where 4.89 is the outcome. At the level sign force 0.05 and 0.01 levels are significant and as a result the hypothesis of our study is rejected.

Women in separate family can give among time to her own self. She can also spend time with her children. As she is free to take here decisions, her decisions, here mental health is quiet better compared to the women from joint family because the women from separate family can fulfill her needs very often.

### **Conclusion:**

There is significant difference between joint and separate family's women in mental health.

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6. Subhash Basu "Mental Health concerns for Indian Women 2004 India E-mail Dr. Subhashbasu@gmail.com



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## **Mental Health for Female Teachers of Government and Private Schools**

**Mr. Chirag R Rathod \***

**Ms. Priyanka D Patel \*\***

### **Abstract:-**

The present study related to mental health level of government and private school's female, teachers. Total 40 teachers were selected randomly from Bhavnagar district area's School. In which 20 teacher's (10 teacher's 21 to 30 and 10 teacher's 1 to 40 year) from government school's teachers and also 20 teachers (10 teacher's 21 to 30 and 10 teacher's 31 to 40 year. ) From private school teachers. After data analysis done with 't' test.

### **Introduction:**

Heart disease is the number one killer of both men and female. Heart disease has several cause, the most common being coronary artery disease (CAD). In CAD there is inflammation and blockage of the arteries that supply blood to the heart. This result in both is chemic heart disease (called again) and heart attacks. Angina occurs when the flow of blood to the heart is decreased due to a buildup of plaque in the coronary arteries (called atherosclerosis). Because of the plaque, coronary arteries become narrow and stiff and there is a decreased supply of oxygen to the heart muscle.

When a woman has a heart attack, there is a complete blockage in her blood vessels that stop blood flow. Typically, a heart attack results in damage to the heart muscle, which makes it more difficult for the heart to pump blood to the rest of body.

A women's best change of decreasing her risk for developing heart disease is a healthy lifestyle, which includes not smoking exercising regularly, main teaching a healthy weight eating a low fat, high fruit and vegetable diet, and restricting dietary sodium to less than 2.3gm a day. Most women are aware cat least to some degree that such practices are an important part of staying healthy yet. 42% of females do not gate regular physical activity. 33% of women are obese (compared to 27% men) More than 50% of women exceed recommended saturated fat intake. More than 60% of women exceed recommended sodium intake. 18% of women smoke.

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**Characteristics:**

1. Time management
2. Communication skills
3. Conflict resolution
4. Personal traits
5. Experience
6. Goal setting
7. Responsibility
8. Organization
9. Leadership skills
10. Objective views

**Psychosocial risk factors:**

1. Psychological support
2. Organization culture
3. Clear leadership & expectations
4. Civility & respect
5. Psychological job fit
6. Growth & development
7. Recognition & reward
8. Enrolment & Influence
9. Work load management
10. Engagement
11. Balance
12. Psychological protection

**Objectives:**

1. To know difference of mental health at teacher's service provided is government and private schools.
2. To know the difference of mental health at teacher's age between 21 to 30 year and 31 to 40 year.

**Hypothesis:**

1. There are no different in method health of government Schools teacehr's from 21 to 30 and 31 to 40 age.
2. There are no different in mental health of private schools teacher's from 21 to 30 and 31 to 40 age.
3. There are no different in mental health of government and private school's teacher's from 21 to 30 age.
4. There are no different in mental health of government and private schools teacher's from 31 to 40 age.
5. There are no different in mental health of government and private school's teachers.

**Variable:**

A =Service teacher's

A1=government school teacher

A2=private school teacher

B =Age

B1=21 to 30 year

B2=31 to 40 year

A= Independent Variable

B = Dependent Variables

**Sampling:**

	Age	Age	
Teachers	21 to 30	31 to 40	Total
Government school	10	10	20
Private school	10	10	20
Total	20	20	40

**Tools:**

In this research mental health questioner where used from the data collection contracted and standardize by or Dr. Jagdish and Dr. A. K. Shrivastava. The reliability is 0.73 and the validity is 0.54

**Research design:**

40 teachers were selected randomly Bhavnagar district areas school. Teachers were divided in two groups. Group one government in which 20 teachers (10 female 21 to 30 year and 10 female 31 to 40 year) number of two group private school in which 20 teachers (10 female government in which 20 teachers (10 female 21 to 30 year and 10 female 31 to 40 year) number of two group private school in which 20 teachers (10 female 21 to 30 year and 10 female 31 to 40 year).

- After collecting 21 to 30 year and 10 female 31 to 40 year).
- After collecting 21 to 30 year and 10 female 31 to 40 year).
- After collecting the data statistical and analysis was done according to key for the comparison of different groups 'T' test was calculated.

**Results and Discussion:**

**Table no.1: Government school teacher's age from 21 to 30 year and 31 to 40 year**

Groups	N	Mean	SD	SEM	t	Level
21to 30	10	135.80	9.44	2.98	6.2759	SG0.01
31to 40	10	167.90	13.14	4.15		

This table indicates significant no different between 21 to 30 age and 31 to 40 age from government school teacher's. 21 to 30 age are no effective in mental health level.

**Table no.2: Private school teacher's age from 21 to 30 year and 31 to 40 year**

Groups	N	Mean	SD	SEM	t	Level
21to 30	10	160.00	11.46	3.62	0.7957	NS0.01
31to 40	10	167.00	25.35	8.02		

This table indicates no significant difference between 21 to 30 and 31 to 40 age from private school. 31 to 40 ages are more effective in mental health level.

**Table no.3: government and private school teacher's age from 21 to 30 years**

Groups	N	Mean	SD	SEM	t	Level
G21to30	10	135.80	9.44	2.98	5.1548	SG0.01
P21to30	10	160.00	11.46	3.62		



This table indicates signification no differences between Government school teacher's and Private school teachers age from 21 to 30 years group. Private school teachers are more effective in mental health level.

**Table no.4: government and private school teacher's age from 31 to 40 years**

Groups	N	Mean	SD	SEM	T	Level
G31to40	10	167.90	13.14	4.15	0.0997	NS0.01
P31to40	10	167.00	25.35	8.02		

This table indicates signification no differences between Government school teacher's and Private school teacher age from 31 to 40 years group both at similar in this table.

**Table no.5: All over government and private school teachers**

Groups	N	Mean	SD	SEM	T	Level
Govt.	20	151.85	19.88	4.44	1.8720	NS0.01
Private	20	163.50	19.48	4.36		

This table indicates no significant difference between government and private school teachers all group. Private school teachers are more effective in mental health level.

### **Interpretation of tables and testing of hypothesis**

**H<sub>01</sub>** There is significant effect of mental health level between 21 to 30 and 31 to 40 age of government school teachers group. Tested 't' value is 6.2759 at 0.01 levels. So, we unaccepted of this hypothesis.

**H<sub>02</sub>** There is no signification effect of mental health level between 21 to 30 and 31 to 40 age of private school teacher group. Tested 't' value is 0.7957 at 0.01 levels. So, we accepted of this null hypothesis.

**H<sub>03</sub>** There is signification effect of mental health level between 21 to 30 ages of government school teachers and private school teachers group. Tested 't' value is 5.1548 at 0.01 levels. So we unaccepted of this null hypothesis.

**H<sub>04</sub>** There is no signification effect of mental health level between 31 to 40 ages of government school teachers and private school's teacher's group. Tested 't' value is 0.0997 at 0.01 levels. So we accepted of this null hypothesis.

**H<sub>05</sub>** There is no signification effect of mental health level between 21 to 30 and 31 to 40 ages. Tested 't' value is 1.8720 at 0.01 levels. So we accepted of this null hypothesis.

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